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University of Alberta

Job Satisfaction of Elementary Teachers
in
Alberta County Schools

by

Sandra May Burke ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfillment of the requirements for the degree of Doctor of Education.

in

Educational Administration

Department of Educational Policy Studies

Edmonton, Alberta

Spring 1995

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Job Satisfaction of Elementary Teachers in Alberta County Schools submitted by Sandra May Burke in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Administration.

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Abstract

The primary purpose of this study was to explore the perceptions of county elementary teachers regarding their satisfaction with selected characteristics and operational procedures of the system in which they worked. Other purposes were to develop profiles of the personal and professional characteristics of county elementary teachers and to examine the relationships that exist between satisfaction and these characteristics.

Data from 421 elementary teachers in 17 counties in Alberta were collected using a questionnaire. The information was analyzed using various statistical techniques and content analysis.

The majority of county elementary teachers were female, were 40-49 years of age, were married, had two or fewer dependents, had a BEd, had a permanent contract, and had a mean of 13.9 years of teaching experience.

Overall job satisfaction was highly associated with the number of dependents, marital status, contract status, years of teaching in present county, years of total teaching experience, and major teaching assignment. It was moderately associated with age, location of present residence, level of education, years taught in present school, and sex of principal. It was slightly associated with length of residency, childhood residency, sex of teacher, and consistency of assignment with training.

Peer and school administrative relationships were the greatest contributors to satisfaction, whereas relationships with school boards and the larger community were the greatest contributors to dissatisfaction.

The dominant theme to emerge from the study was the importance of relationships for job satisfaction which seems to be highly dependent on teachers' perceptions of their relationships with other people either associated with, or belonging to, their profession, rather than on specific

practices and policies. For example, staff relationships and principal support, both professional and personal, were confirmed to be critical for teachers' job satisfaction. Respondents also recommended an improvement in teacher-board relationships and more opportunities to interact with their peers. Findings showed that the theoretical framework used was an appropriate basis for analysis of teacher job satisfaction.

Acknowledgments

I am tremendously appreciative of the support and advice of my advisor, Dr. Ted Holdaway. His excellent teaching, high expectations, and gentle sense of humor inspired my efforts and encouraged me throughout every aspect of this study.

I would also like to recognize the support offered by other members of my supervisory committee, Dr. Ken Ward and Dr. Don Richards. The friendship and assistance provided by Mrs. Chris Prokop were invaluable. Thanks are also due to other members of the examination committee--Dr. Henry Hodysh, Dr. Helen Ilott, and Dr. Frank Oliva of The University of Calgary.

I am indebted to the teachers throughout Alberta who participated by offering their time, comments, and in many cases, best wishes for this study.

Finally, I wish to thank my parents, Ken and Sheila Ford, my children, Padraic and Morrigan, and my brother Keith. Their love and encouragement made it possible for me to attend university and complete this study.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Educational systems provide opportunities for individual teachers to fulfill career aspirations and to interact with other members. As a teacher begins to develop relationships within the organization, both positive and negative perceptions begin to accrue. However, these perceptions may be limited by environmental constraints, for, as Lortie (1975, p. 181) observed, the orientation of teachers towards their classroom is often so effective that few are aware of the impact upon them of the organization in which they work. Further, Swab, Jackson, and Schular (1986) concluded that teachers who perceive their daily environment as dissatisfying "may not recognize the role of the organization in producing their frustration. Instead, they may feel personally responsible and begin to think of themselves as failures" (p. 15).

Haughey and Murphy (1983) pointed out that if teachers "are discontented with their employment, then it will eventually be reflected in their performance and in the quality of the learning experiences provided by the schools where they teach" (p. 57). Freedman, Jackson, and Boles (1986) concurred when they noted that the organizational structure has a powerful influence on teachers' relationships with students. If there is a connection between organizational structure, teacher satisfaction, and teacher-student relationships, then asking teachers what their general perceptions are of the organization in which they work would be of practical interest.

In rural areas the community, as well as the organizational structure, affects the teaching experience. For, as Sher (1977) stated, "the fact remains that rural schools are different . . . the differences tend to spring from two sources: first, the close relationship between rural communities and their schools; and second, the size of rural schools and school districts" (p. 5). Furthermore, Sher (1983) pointed out that the "personal and professional characteristics of particular teachers are important in any school . . . in very small rural schools these individual attributes absolutely determine the quality of the education that students receive" (p. 258). But teachers work within a system, and one of the disadvantages of small school districts, as Nachigal (1982 cited in Gardner, 1986) observed, is that they tend to have "poor organizational structures" (p. 30). The rural district organization, as Cross and Murphy (1988) noted, has traditionally had high teacher-turn-over rates yet there has been little done structurally to address teacher dissatisfaction (p. 7).

However, Haughey and Murphy (1983) concluded that since the economic climate became one of contraction, the demand for teachers has decreased and the turn-over rate of rural teachers has declined (p. 57). Some dissatisfied rural teachers are choosing to maintain their contracts with districts because of the lack of openings in other districts and urban centers. Teachers who are frustrated with their jobs will affect the quality of education within schools. Yet the school, as Rosenholtz (1989) noted, is but an organizational microcosm that reflects the orientation of the district (p. 168). Coleman and LaRocque (1990) concluded that

> For the vast majority of teachers, districts are unquestionably important institutions. But districts are only vaguely perceived by most teachers, and then almost always as unpredictable and hostile 'they' who make ill-formed and unwelcome decisions. Yet a few teachers and administrators do speak otherwise about the districts in which they work. Perhaps other educators should be concerned about the quality of school districts, just as they are about the quality of schools. (p. 1)

Public education appears to be facing multiple challenges and pressures at an ever-increasing rate. As school districts struggle to adjust to even larger environmental demands, factors external to the classroom will forcibly affect teachers' perceptions. To maintain and improve the quality of education in rural districts, there must be an increased concern and awareness of what aspects of the system affect the quality of teachers' worklife.

Need for the Study

Job satisfaction is of increasing concern in modern societies as we try to understand and quantify the kind of psychological experiences that people have at work. If the quality of life is to be high, then what happens to people during the work day has profound implications for individuals, for the systems in which they work, and for the society at large. The vitality and health of a society may depend on whether or not its members find their work stimulating, enjoyable, and satisfying. Kornhauser (1962) concluded that the "relationship of mental health to occupation . . . appears to be 'genuine'; mental health is dependent on factors associated with the job" (pp. 44-45).

Mentally healthy teachers should greatly assist an educational organization to change and adapt to future challenges. There should be, then, renewed efforts to understand teacher job satisfaction within specific institutional contexts. Informed strategies, based on current information, are needed to enhance the quality and vitality of teachers' performance. As Gardner (1963) pointed out,

> too often in the past we have designed systems to meet all kinds of exacting requirements except the requirement that they contribute to the fulfillment and growth of the participants. . . . It is essential that

> in the years ahead we undertake intensive analysis of the impact of the organization on the individual. (pp. 63-64)

A need exists to extend the body of knowledge on county teachers' perceptions of their educational systems in order to gain a clearer understanding of what rural systems can do to make a difference in the quality of teachers' work life. For, as Haughey and Murphy (1983) pointed out, "a review of professional literature on job satisfaction reveals that rural teachers in . . . Canadian provinces have . . . not been provided with opportunities to discuss their conditions of employment" (p. 57). After conducting a study of teacher satisfaction in Alberta, Holdaway (1978) recommended that "conditions which can adversely influence school effectiveness or human fulfillment should be investigated and altered if such alterations are necessary and feasible. This is essential because of the over-riding influence of some dissatisfiers" (p. 3).

Purpose of the Study

The purpose of this study was to examine which variables, external to the classroom, were perceived to contribute most to the satisfaction and dissatisfaction of teachers in elementary schools in counties in Alberta. A search of the literature, and interviews with rural teachers, identified a number of areas which were a source of satisfaction and dissatisfaction. A survey questionnaire, based on the areas identified, was designed to ask elementary teachers to rate their satisfaction levels with facets related to their professional and community relationships.

Haughey and Murphy's (1983) study of rural teachers in British Columbia identified "geographic isolation, lack of privacy, inadequate support services, and lack of professional contacts" as factors which accounted for the dissatisfaction and mobility of teachers (p. 16). Weise's

(1990) study of Alaskan rural teachers found that overall job satisfaction, satisfaction with co-workers, and satisfaction with supervision were highly important to teachers leaving rural schools (p. 63). Both Sher (1983) and Eddy (1968) reported that rural teachers who had rural roots were more satisfied than those who did not. Alluto and Belasco's (1972) study of a medium-sized rural district in western New York State showed that "decisional climate is a major factor influencing teacher satisfaction levels" (p. 54). A study by Shreeve, Goetter, Norby, Stuekle, Midgley, Waunch, and de Michele (1987) of three rural U.S. state counties also showed that rural teachers exhibited an overall sense of deprivation in terms of the decision-making process. Fairley's (1991) study of four rural school districts in an American midwestern state indicated that teachers' age, marital status, and age of dependents were variables that predicted retention in rural areas (p. 55). No studies which analyzed rural teachers' perceptions with respect to the dimensions of relationships outside of the school that developed within their school district were encountered in the literature.

Historically, Lortie (1975) noted, the teaching profession was "institutionalized as high turnover work during the nineteenth century and the modern occupation bears the marks of earlier circumstance" (p. 15). The historic emphasis on recruitment, rather than on retention of members, has caused systemic response to member needs to be slow or non-existent. This has been particularly true of rural areas where turnover rates have historically been high. Alfred and Smith (1982), in a study of 27 rural districts in Utah, noted that the majority of those who left were female elementary teachers. Thus the most critical years in student learning were often taught by inexperienced teachers. It may appear that the economic climate has solved the problem of high mobility of elementary teachers in rural districts but, as Haughey and Murphy (1982) stated,

> This decrease in teacher mobility, however, does not mean that professionals teaching in rural schools are more contented with the quality of their worklife. Some of them want to change their employment but they are afraid to act in the present labor market. This situation, if it continues for any length of time, threatens the quality of education available to children in many rural schools. (p. 11)

The current decrease in teacher mobility is an opportunity for rural districts to stabilize their teaching force and to improve the quality of elementary education. The effectiveness of teacher retention, however, will depend in part on the quality of the teachers' worklife. Bruce and Cacioppe (1989) pointed out that teacher behavior "is affected by at least three internal elements: bureaucratic expectations, group intentions, and individual needs" (p. 69). The interplay between teachers' internal expectations and their perceptions of bureaucratic intent will affect the quality of their worklife.

Research Questions

The purpose of this study was to examine the relationships that exist between overall satisfaction of elementary teachers in county school jurisdictions with their work, selected procedures of their school systems, selected school system relationships, selected community attitudes and attributes, and selected demographic characteristics.

General Research Questions

To what extent are teachers satisfied with selected characteristics and operational procedures of their school systems?

To what extent is teacher satisfaction associated with selected personal variables?

To what extent is teacher satisfaction associated with selected professional variables?

To what extent is teacher satisfaction associated with selected aspects and attitudes of the community?

Specific Research Questions

Question 1. To what extent are teachers satisfied with the principal's dissemination of information from central office, their own relationship with the principal, the extent to which the principal has trust and confidence in the teachers, the clarity of the principal's expectations, and the principal's educational leadership and personal support?

Question 2. To what extent are teachers satisfied with their relationships with colleagues in regards to interpersonal relations, opportunities for social relationships, and recognition by other teachers?

Question 3. To what extent are teachers satisfied with perceived school system characteristics such as clarity of school goals, decision-making, evaluation, extra-curricular activities, and time spent in meetings?

Question 4. To what extent are teachers satisfied with student matters such as integration and support of special needs students and student attitudes and behaviors?

Question 5. To what extent are teachers satisfied with selected aspects of teaching such a sense of achievement, satisfaction with a teacher's work, the prospect of teaching as a life-time career, intellectual stimulation, and job security?

Question 6. To what extent do teachers perceive opportunities to exist for professional enrichment through in-service education, useful advice, and educational leave?

Question 7. To what extent are teachers satisfied with selected system practices such as distribution of resources to schools, opportunity for promotion, methods used to select school administrators, practices used to transfer teachers, and opportunities for involvement with decision-making in the county?

Question 8. To what extent are teachers satisfied with central office personnel in regards to the extent to which teachers are kept informed about matters related to their jobs, the amount of support given to individual teachers, and the educational leadership of the superintendent?

Question 9. To what extent are teachers satisfied with practices of school boards such as the clarity of the district mission, the way in which teacher/board collective bargaining is conducted, the way in which consultation between board and teachers concerning working conditions is conducted during the year, teacher input into school board policies, and the extent to which board members understand the problems faced by teachers?

Question 10. To what extent are teachers satisfied with their local branch of the Alberta Teachers' Association in regards to educational activities provided by the local professional development committee, the way in which the local ATA represents bargaining concerns, the support given to teachers, the availability of provincial ATA resource people, and the public relations carried out by the local branch?

Question 11. To what extent do teachers perceive their expectations of the system are being met?

Question 12. To what extent are teachers satisfied with their relationship with the local community in regards to amount of involvement of parents in school activities, community expectations of teachers, and community support of teachers?

Question 13. To what extent are teachers satisfied with aspects of their community such as recreational facilities, opportunity for social relationships, and cultural activities?

Question 14. To what extent are teachers satisfied with their relationships with the general public in regards to the attitude of parents towards education, status of teachers in society, and the attitude of society towards teachers?

Question 15. To what extent are teachers satisfied with their work as a teacher?

Question 16. What other school system characteristics do individual teachers identify as sources of satisfaction?

Question 17. What other school system characteristics do individual teachers identify as sources of dissatisfaction?

Question 18. What facets can be improved to increase the overall satisfaction of teachers?

Question 19. To what extent is teacher satisfaction associated with selected personal variables such as age, sex, marital status, number of dependents, location and duration of present residence, and childhood residency?

Question 20. To what extent is teacher satisfaction associated with professional variables such as education level attained, contract status, years of teaching experience, grade level taught, consistency of training with experience, and involvement with the local branch of the Alberta Teachers' Association?

Definitions of Terms

Job Satisfaction

Various definitions of job satisfaction have been advanced. Locke (1976, p. 1300) emphasized the affective quality of job satisfaction when he stated that "job satisfaction may be defined . . . as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Locke (p. 1342) added that this state arises out of an individual's perception that the job contributes to "fulfillment of one's important job values." Perceptions are formed by an individual's assessment of the past or present work situation. For the purposes of this study this definition was adopted.

Job Dissatisfaction

Locke (1969, p. 316) pointed out that job dissatisfaction "is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues. *Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing."* Since job satisfaction/dissatisfaction are not contained solely in the job or the person but lie in the relationship between them, it would seem that satisfaction/dissatisfaction would be a matter of degree rather than qualities with distinct aspects.

County

A county is a distinct geographical area with its own elected board which is responsible for both municipal and school affairs. At the time of this study there were 30 counties in Alberta.

For the purposes of this study, counties were contacted if they met the following criteria:

1. they had one or more self-contained elementary schools;

2. the total county school population was less than 5,000 students; and
3. it was not adjacent to any of the three large urban centers.

Although the reorganization of educational systems in Alberta in 1994 removed counties, the findings were expected to have relevance to rural systems in general.

School System

Genge (1991) referred to a school system as an "educational unit which is responsible for the delivery of educational services to a group of students in a defined geographic area. The personnel consist of elected officials, staff and students" (pp. 7-8). The term "school system or system" is used throughout this proposal to mean an educational unit contained in a county in Alberta.

Elementary School

For the purposes of this study, an "elementary school" was defined as a school in which students in any or all of the grades from 1-6 were taught (including Elementary Special Education) but contained no grades beyond grade 6. Also excluded were those schools that served a specific cultural group, for example, Hutterites. Although this restrictive definition resulted in the elimination of county elementary teachers from schools which were designated as either K-9 or K-12, it was necessary to prevent extraneous factors such as teacher specialization, cross-grade teaching, administrative orientation, and a possible differing school ethos from influencing the research findings.

Rural Elementary Teacher

This term refers to any teacher who teaches in a building, located in a county, which is designated as an elementary school.

Rural

Nachigal (1982) pointed out that "obviously the characteristics distinguishing rural communities from urban communities are not clear cut; rather, they form a continuum of rural to urban, with communities falling at different points depending on their size, location, and cultural history" (p. 8). Traditional definitions of rural communities, as summarized by Nash (1980), included narrower pattern of occupations, smaller size of the community, lower density of population, higher quality of physical environment, less complex social differentiation and less well-defined social stratification, few opportunities for social mobility, a smaller social world, and a greater need for social solidarity (p. 14).

Whitfield's (1981) examination of the modern rural context led to dissatisfaction with this viewpoint. He concluded, "the idea of a locality or community from an educational perspective . . . is best viewed in terms of social relationships and interdependencies rather than through geographical features" (p. 7). While recognizing that economies of scale, limited services, governance, and quality of life are part of the rural context this study also recognizes that it is the teacher's perspective, usually based on social relationships and interdependencies, that truly defines "rurality."

Significance of the Study for Research and Practice

The significance of this study is described from the perspectives of theory and practice.

Theoretical Significance

The results of this study were expected to make a contribution to the literature on job satisfaction, more specifically to the literature on job satisfaction of rural elementary teachers. A limited number of studies in Canada have provided information about rural teachers; this research was the focus of work by Haughey and Murphy (1983), Hathaway (1993), and Fennell (1990). In Alberta, satisfaction of teachers with their work was examined by Holdaway (1978). American researchers who have contributed to the field of rural education include Sher (1983), Massey and Crosby (1983), and Nachtigal (1982). Results of this research have not provided a detailed description of the rural elementary teachers' perceptions of the system in which they work. In an adaptation of Rosenholtz's (1991) words, the perspective of this study holds that there are shared aspects of the work environment that cut across individual biographies with sufficient force to explain the pattern of teachers' perceptions of the school system in which they function (p. 4).

This study was expected to advance the knowledge regarding the satisfaction of rural elementary teachers and to provide information for comparison to other elementary settings.

Practical Significance

The importance of job satisfaction in relation to organizational effectiveness has been highlighted in numerous studies; for example, Smith and Stone (1992), Lawler (1977), Locke (1969), and Katz (1969). Additionally, teacher satisfaction has been examined by writers such as Miskel and Ogawa (1988) and Sergiovanni (1967). Research regarding job satisfaction has provided a wealth of information which can be used to identify organizational characteristics which act as constraints on the effectiveness of teachers and teaching.

Focusing more specifically on the local organization, it is clear that environmental factors are becoming more of an intrusion into the everyday life of the teacher as a result of the increasing expectations of society, the increasing attention given to effectiveness and accountability, the increasing complexity of the organization, and the increasing interplay between governments and the education system. Coleman and LaRocque (1990) have commented extensively on the importance of district practices and their association with school and teacher behaviors. An investigation of the restraints at the local level on teacher satisfaction and an investigation into teachers' recommendations for improvement was conducted to provide insight for practitioners, school-based administrators, central office administrators, and school boards. This knowledge could help to improve the quality of worklife for teachers that, in turn, can assist in improving the quality of teacher-student interaction.

With regard to rurality, there was a need to explore a number of personal and professional assumptions that have accrued to the image of the rural teacher. Also, certain community factors do appear to exist which affect the role of the teacher. Community scrutiny, community isolation, and the amenities of the community are associated with rural teaching. This study was expected to provide information regarding the importance of such factors as well as explore the professional and personal image of the rural teacher.

The geographical size of rural counties, the intimacy among its personnel, and the peculiarities of each community have contributed to unique organizational adaptations. How teachers perceive these adaptations needed to be explored in order to examine their functionalism. The purpose of this study was to examine the relationships that exist between overall satisfaction of elementary teachers in county school jurisdictions with their work, selected procedures of their school systems, selected school system relationships, selected community attitudes and attributes, and selected demographic characteristics. The results were expected to provide a great deal of information that may be of value to persons involved in rural education.

Organization of the Thesis

This thesis is organized into chapters based on specific themes. Chapter 1 contains an overview of the main elements of the study, including the need for the study, purpose, research questions, definition of terms, and significance of the study for research and practice.

Chapter 2 is composed of a review of the related literature on three themes relevant to this research: (a) job satisfaction, (b) development of rural schools in Alberta, and (c) rural teaching conditions. In addition, a conceptual framework is provided.

In Chapter 3, the research methodology is reported by outlining the research instrument, data collection procedures, analysis conducted on the questionnaire, and the assumptions, limitations, and delimitations of the study.

Chapter 4 presents a profile of the respondents by describing personal and professional characteristics of the respondents as well as a summary of the written responses.

Chapter 5 describes the overall and facet satisfaction of respondents. Facet satisfaction is organized into the themes followed throughout the rest of the text.

In Chapter 6, the association between the personal variables of respondents and their facet satisfaction is provided and described.

In Chapter 7, the association between the professional variables of respondents and their facet satisfaction is provided and described.

Chapter 8 presents the summary, discussion, and implications for practice of the major findings.

The final section contains a complete bibliography of all resources utilized during this research, as well as appendices which contain the questionnaire, relevant correspondence, and additional tables.

CHAPTER 2

REVIEW OF THE LITERATURE

The following areas of literature were selected for review: (a) job satisfaction research: its organizational context and theoretical underpinnings; (b) development of rural schools in Alberta: their establishment, consolidation, and organization of counties; and (c) rural teaching conditions: factors that affect rural elementary teachers.

Job Satisfaction

Early research on job satisfaction was a by-product of investigations into worker performance that were motivated by "Scientific Management" theories. Vroom (1964) stated that this viewpoint assumed that the size of pay checks would determine workers' satisfaction and the probability that they would stay in their jobs (p. 150). Research carried out during World War I and into the 1930s tended to concentrate on the impact of physical factors such as fatigue, noise, and illumination on worker performance. For example, Kornhauser and Sharpe (1931), as part of a six-month investigation at the Badger-Globe Mill, investigated employee attitudes to lights, fatigue, and wages. Similarly, Mayo, Roethlisberger, and Dickson (Locke, 1976) undertook a 12-year study at Western Electric's Hawthorne plant to examine the effects of rest pauses, lighting intensity, and pay incentives. It soon became evident, in both studies, that social relationships were having a great influence on worker productivity and that workers could not be treated mechanistically (p. 1299). Landy and Trumbo (1980) pointed out that the Hawthorne researchers "concluded with the radical suggestion that workers have feelings that affect work behavior" (p. 391). Locke (1976) observed that the "emphasis soon shifted to the study of 'attitudes' especially after the Hawthorne researchers 'discovered' . . . that workers have minds, and the appraisals they make of the work situation affect their reactions to it" (p. 1299).

Subsequent studies carried out between 1942 and 1952 were reviewed by Brayfield and Crockett (1969) who generated the following conclusions: (a) "that morale, as a group phenomenon, may bear a positive relationship to performance on the job" (p. 276); (b) that "there is some support to the assumption that employee attitudes and employment stability are positively related" (p. 279); (c) there was a "complex relationship between employee attitudes and absences" (p. 279); and (d) only two of the 15 studies had a "statistically significant low positive relationship between job satisfaction and job performance" (p. 273).

The importance of human relationships, as shown by Kornhauser and Sharpe and the Hawthorne researchers, laid the groundwork for the "Human Relations" movement of the 1950s and 1960s. This movement, in Locke's (1976) view, emphasized the "central importance of the supervisor and the work group in determining employee satisfaction and productivity" (p. 1299). Also, Bass and Barrett (1981) noted that it coincided with the American Supreme Court ruling on the constitutionality of the Wagner Labor Act where "management now had to bargain collectively with labor unions" (p. 14).

Vroom (1964) reviewed the data from 20 "Human Relations" studies that were carried out between 1952 and 1963. These studies correlated job satisfaction or employee attitudes with one or more criteria of performance. He concluded that (a) it was impossible to determine the size and direction of the relationship as it appeared to depend on a wide range of potentially relevant variables; (b) employee absences were in some measure related to job satisfaction; and (c) employee stability was in some measure related to job satisfaction (pp. 183-186). By the mid-1950s, as Sales (1966) observed, it was clear that productivity and efficiency were not attainable through the simple solutions generated by the human relations advocates.

In the 1960s another major trend occurred which Locke (1976) referred to as the "Work Itself School." This movement emphasized the "attainment of satisfaction through growth in skill, efficacy, and responsibility made possible by mentally challenging work" (p. 1300). Locke (1976) surveyed these causal factors that mentally challenged employees: (a) opportunity to use one's valued skills and abilities; (b) opportunity for new learning; (c) creativity; (d) difficulty and amount of work; (e) responsibility; (f) non-arbitrary pressure for performance; (g) control over work methods and work pace (autonomy); (h) job enrichment (which involves increasing responsibility and control); and (i) complexity (p. 1319). He concluded the survey by asking, "Do employees who do not value or seek mentally challenging work get the same quality, quantity, and duration of satisfaction from their work as do those who do seek (and successfully cope with) such work? Does work *mean* the same thing to both types of individuals?" (p. 1321).

Hofstede (1980) questioned 116,000 IBM employees located in 40 countries about their work-related values. His examination identified variables in the environment that affect productivity. Such variables, previously suggested by Brayfield and Crockett (1969), included (a) the individual's relation to the social system, (b) the work group, and (c) the community at large (p. 313). As Evan (1980) pointed out, the challenge to current researchers has been "to come to grips with two frontier problems in the field: (a) the analysis of interorganizational relations; and (b) the cross-cultural comparison of organizations" (p. 108).

The effects of job satisfaction have been studied in relationship to supervision, the work group, job content, wages, promotional opportunities, and hours of work. The relationships have turned out to be much more complicated than had been expected. But, as Glisson and Durick (1988) noted, there has been a considerable flow of ideas and "researchers studying worker attitudes have tended more recently to refocus their attention away from job characteristics to concentrate either on the individual worker or on the broader organizational context" (p. 62).

The Organizational Context

Taylor's principles of "Scientific Management" were still influencing organizational research in the 1920s. Organizations, focused on task design, sought to establish standards and procedures for workers and managers, to find the one best way for each task, the best cost-benefit ratio, and the best way to train workers to increase their efficiency. Employees in the 1920s contended with difficult physical conditions in the workplace, repetitive work, and long hours. During the 1930s, job security was at an all-time low. Employees rarely displayed overt dissatisfaction with the work place because unemployment was always an immediate possibility.

The growth of the labor unions helped to focus interest on employees' job attitudes. Principles of management, as exemplified by Fayol's set of 14 principles, were applied to large-scale organizations. Weber's (1946) analysis of organizational arrangements was somewhat successful in limiting control over workers' behaviors to those specifically related to the workplace. He developed the concept of rational-legal authority to prescribe clearly defined limits over what may and may not be required of workers.

In the late 1940s a new form of "Human Relations Movement" emerged based on behavioral science. It was associated with the organizational theories of McGregor and Likert. Blau and Scott (1962) reported that the main function of management became "defining the goals and responsibilities of members of the organizations, inspiring them to the best of their abilities, motivating them to collaborate for this purpose and resolving conflicts that may arise in the organizations" (pp. 141-142).

The advent of automation in the 1950s and its increasing application in the 1960s changed the workplace. There was a steady trend of workers away from direct production and into the service and technical industries. Employees were now considered an important resource, who, for effective performance, as Bass and Barrett (1981) pointed out, "must be ready, willing, and able to react without necessary consultation with higher authority, and they must be adaptable and committed to their roles in the organization" (p. 57). Personnel psychology became popular for, as Katz (1969) observed, "the material and psychic returns to organizational members thus constitute major determinants, not only of the level of effectiveness of organizational functioning, but of the very existence of the organization" (p. 265).

Experimentation with different organizational structures became popular. The "Sociotechnical Systems Movement," started in England by Emery and Trist (1960), experimented with employee participation, looser organizational forms, and team work.

From the 1960s onward there has been a steady paradigm shift in describing organizations. Johns (1992) saw organizations as social inventions for accomplishing goals through a coordinated presence of people (p. 11). Argyris (1964) perceived that organizations began to view themselves as

> open systems embedded in, but constantly influencing and being influenced, by the environment. Consequently, one cannot predict completely the future of the organization by knowing only its present state. . . . [In addition] the output does not necessarily vary systematically with any known input. (p. 12)

Further, as Senge (1990) observed, because people today are seeking "intrinsic" benefits of work, organizations need to be more consistent with employees' higher aspirations (p. 5). Consequently, Glisson and Durick (1988) concluded that, "the attitudes of workers have been found to be more related to the structural context within which the work occurs than to the individual characteristics of the worker" (p. 63). This supports a similar conclusion made by Kornhauser and Sharp in 1932.

Job Satisfaction

In the early years of job satisfaction research, the terms "morale" and "job satisfaction" were used somewhat arbitrarily. Blocker and Richardson (1962) stated that "any divisions of studies into these two categories is bound to be arbitrary and to contain a considerable amount of overlapping" (p. 200). Locke's (1976) view that "the concept of job satisfaction is related to but distinguishable from the concept(s) of morale. . . . " (p. 1300) was based on the general understanding that the term "morale" was to be used to describe a group's, as distinct from an individual's, emotional state.

The distinction between the two terms, however, remained ambiguous until Hoy and Miskel (1987) proposed that "morale in organizations is a function of the interaction of rationality, identification, and belongingness" (p. 74). Building on the general distinction that morale referred to an affective group response, Hoy and Miskel (1987) described the dimensions of the three components as follows:

> *Identification* refers to the communality of goals, that is, the extent to which individual needs are congruent with organizational goals; *belongingness* is the congruency between bureaucratic expectations and personal needs; and *rationality* is the congruence between bureaucratic expectations and organizational goals. (p. 74)

The morale of organizational members thus depends on the extent to which bureaucratic goals and expectations are congruent with member needs.

Morale is evidenced by the trust, enthusiasm, confidence, and sense of accomplishment displayed by a group. In education it has long been recognized that teacher morale is highly affected by the nature of the relationship between the principal and the teacher; the better the relationship, the higher morale tends to be. Therefore, as Hoy and Miskel (1987) pointed out,

> administrators attempting to obtain high morale in a school must be concerned with substantial levels of agreement among bureaucratic expectations, personal needs, and organizational goals. In fact, given the notion of job satisfaction, it seems likely that satisfaction is a necessary prior condition for the achievement of high morale. (pp. 74-75)

The recognition of the importance of job satisfaction is reflected by the literature on the subject. Between 1957 and 1976, as reported by Locke (1976), over 3,350 articles on job satisfaction were published (p. 1297). Such a massive amount of data would seem to have generated well-developed theories to bind them together, but Lawler (1977) felt that "no well-developed theories of satisfaction have appeared and little theoretically based research has been done on satisfaction" (p. 39). The theoretical attempts over the years have added to our understanding of job satisfaction but no single theory has yet succeeded in integrating all the factors documented by researchers, nor has any one of them stood up to intensive research. However, each theory has succeeded in focusing attention on differing aspects of job satisfaction.

For example, Maslow's (1954) need hierarchy theory encouraged the exploration of work as an opportunity for personal growth even though, as Locke (1976) observed, Maslow's need hierarchy theory, despite its "intuitive" appeal, has "little firm support for its major thesis of a fixed hierarchy of needs which automatically governs action" (p. 1309). Further, Landy and Trumbo (1980) reviewed studies that tested Maslow's theory, and concluded "that Maslow's theory is of more historical than functional value" (p. 339).

Similarly, Herzberg's two-factor (1966) theory stimulated interest in job enrichment. House and Wigdor (1969), after analyzing 31 studies using Herzberg's two-factor theory, considered that the theory "is an oversimplification of the relationships between motivation and satisfaction, and sources of job satisfaction and dissatisfaction" (p. 302). However, Whitsett and Winslow (1967), after reviewing many of the studies critical of the theory, concluded that as a group, they had little empirical evidence for doubting the validity of the theory. Sergiovanni's (1967) application of Herzberg's theory to a study of teachers provided support for the hypothesis that satisfiers and dissatisfiers tend to be mutually exclusive (p. 79).

Locke's discrepancy theory (1969) focused attention on work motivation through values and needs and, as indicated by Miskel and Ogawa (1988), a "strong support exists for the basic propositions" (p. 285). Locke (1969) posited that "job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (p. 316). Furthermore, he held that "individuals hold their values in a hierarchy; they value some things more than others" (p. 329). However, Landy and Trumbo (1980) reported that "in spite of the appeal of this operation, a number of studies have shown that weighting by importance does not improve the prediction of overall job satisfaction" (p. 401).

Factors of satisfaction focused on by Adams's equity theory (1963) postulated that inequity exists for a person whenever perceived job inputs and/or outcomes stand psychologically in an obverse relation to what are perceived to be the inputs and/or outcomes of an equivalent other (p. 424). Bass and Barrett (1981) noted that "one problem with focusing on perceived equity is that this equity may be largely outside the control of the organization or due to political, social, or economic conditions" (p. 77).

Path-goal theory, as applied in Georgopoulos, Mahoney, and Jones's (1957) study of a medium-sized, unionized, household appliance company, was used to focus on the variable of worker productivity. Productive behavior was seen as a function of needs, expectations, and situations influenced by additional social-psychological variables, such as group norms, level of freedom, and level of need (pp. 346-347). Four hypotheses derived from the theory were supported by its data. However, as Georgopoulos, et al. indicated in their discussion, "this approach deliberately emphasizes the role of rational aspects in human behavior while, as is known, nonrational aspects are also important" (p. 352).

Vroom's expectancy theory (1964) stimulated emphasis on work expectations. Job satisfaction was seen as a set of dimensions rather than a single dimension (p. 101). Porter and Lawler (1968) developed a model based on Vroom's work that integrated the concepts of attitudes, motivation, effort, satisfaction, ability, performance, and the rewards of work. Landy and Trumbo (1980) noted that "most of the tests of both the initial model and the later versions have yielded about the same results: effort is predicted more accurately than performance" (p. 348).

Although few data are available to support Landy's opponent process theory (1978), they may yet provide an impetus for longitudinal, rather than cross-sectional, studies of job satisfaction. Landy (1978) described satisfaction and dissatisfaction as "a manifest emotional state" which varied in intensity over time and that such variations merited further examination (p. 539). He (1978) observed that the difficulty with this theory was that "few researchers have considered anchoring satisfaction-dissatisfaction in physiological or psycholophysiological networks" (p. 540).

More recently, Miskel and Ogawa (1988) concluded

> that the larger field of organizational behavior has moved ahead in conceptualizing individual work motivation and in testing a variety of theoretical formulations. Therefore, the opportunity exists for scholars in educational administration to build on the work in related areas and to synthesize models, improve their measurement, and test them on the educational organizations. (p. 286)

Summary

The potential role of satisfaction in the motivation of workers has been historically linked to the productive efforts of individuals and as such has been a major impetus for job satisfaction research. What has been done reveals that the relationships among job satisfaction, expectations, motivation to work, and job performance are complex. Figure 2.1 synthesizes the historical context in which organizational movements and job satisfaction theorists have influenced research.

However, as Glisson and Durick (1988) noted, extensive as research has been on job satisfaction, less research has been conducted within human service organizations such as teaching (p. 61). This is probably due to the

Organizational Movements		Theories
	1910	
Scientific Management (Taylor, Fayol, Weber)		
	1930	
Human Relations (Mayo, Roethisberger, Dickson)		
	1950	
Behavioral Management New Human Relations (McGregor, Likert)		Maslow's Need hierarchy Path-goal theory Adams's Expectancy theory Herzberg's Two-factor theory Locke's Discrepancy theory
	1970	
Sociotechnical Systems (Emery, Trist) Open Systems Approach		Landy's Opponent Process theory

Figure 2.1

Organizational Movements and Theories of Job Satisfaction perception that people were called to such vocations and therefore were beyond the motivations of ordinary people. "The uncovering, in the 1970s, of teacher dissatisfaction, as if it were a contemporary phenomenon," wrote Freedman, Jackson, and Boles (1982) "obscures the fact that the basic contradictory demands on teachers have existed since the doors of the brick grammar school first closed behind a staff of schoolmarms, a male principal, and a rush of youngsters" (p. 27). In light of this it is important to look at the antecedents of educational systems as they exist today.

Development of Rural Schools in Alberta

In 1823, the Council of the Northern Department, which was formed by the Hudson's Bay Company, governed the area now known as the Province of Alberta. At this time it adopted the first government policy for education. However, as Chalmers (1967) pointed out, "it endorsed a kind of do-it-yourself educational policy in the form of grants to the church schools" (p. 7). The first Canadian government of the Northwest Territories was formed in 1870. McDonald (1974) wrote that the hiring of Goggin in 1893 as the first superintendent of education "heralded the new age of education in the North-West; the age of the professional educator" (p. 16). The 1892 formation of the new Council of Public Instruction, an extra-government body permitted to conduct its affairs without the usual scrutiny of elected representatives, would continue, with Goggin's help, to make all aspects of education centralized and a responsibility of the state (pp. 16-17).

Shortt and Doughty (1914) noted that, by the time the Province of Alberta was established in 1905, 14,575 students were enrolled in rural schools. By 1912 the number of students had grown to 36,399 (p. 486). Alberta Education (1992) reported that in 1992-3 there were 150,409 students enrolled in county and divisional public schools. Rural schools remain a fact of life for many students and teachers in Alberta.

Establishment of Rural Educational Systems

Johnson (1968) reported that "in the first two decades of the twentieth century public education in the West was mainly elementary, mainly rural and mainly limited to small school districts, the size of which was based on the distance a child could be expected to walk to school" (p. 98). Most schools were one-room buildings overseen by a three-man school board. Lortie (1975) pointed out that "the teacher was perhaps more nearly his own boss at this time than at any subsequent period. There was little restraint on the teacher's authority: physical means ("rule by ferule") were fully accepted. Since the schoolhouse was physically separated from the community, the teacher had considerable privacy in the conduct of his day-to-day work" (p. 3). In spite of difficult working conditions, inadequate training, a lack of resources, and a polyglot mixture of students, these teachers managed, as Johnson (1968) noted, to reduce the illiteracy rate in Alberta to 3.73%, which was lower than the national average (p. 99).

Several events occurred in the early decades of Alberta's history that had long-term affects on rural education. The isolation of rural teachers, not only geographically but also from professional supervision, was a factor in the growth of professional inspectors. By 1915 the inspectors had "organized themselves into the Alberta School Inspectors Association, the oldest association of professional educators in the province" (p. 372). In 1937 their title was changed to superintendent and they were attached to specific school systems. Chalmers (1967) commented that in 1903 there were only eight provincial inspectors and though their numbers grew to 58 county or divisional superintendents by 1950, rural teachers still generally felt a lack of professional supervision (p. 371). In 1970, as Fast noted (1989), superintendents were no longer hired by the Department of Education but by the boards they were to serve (p. 53).

Two other events that occurred were the formation of the Alberta School Trustees' Association in 1907 and the Alberta Teachers' Alliance, later to be known as the Alberta Teachers' Association, in 1918.

Wilson (1979) pointed out that the work of the United Farm Women of Alberta (U.F.W.A.) was also instrumental in changing the course of rural elementary education in Alberta. In the two decades prior to 1935 the U.F.W.A. Education Committee underwent an important evolution. "Under the guidance of the visionaries Barritt and Gunn, the committee researched and promoted progressive objectives for formal education that would radically change the methods and goals of the province's rural schools, especially at the elementary level" (p. 131). Their efforts were to have a long term affect on Alberta rural education for, as Wilson described,

> The leaders of the women's organization were clearly in the vanguard of the period's progressive education movement. Their concern for providing rural children with schooling opportunities and their search for a publicizing of school reform ideas, made many of their contemporaries acutely aware of the primitive condition of the province's rural schools. When changes finally began to be introduced, after 1935, there was less resistance and hostility than if the farm women had not undertaken their educational mission. (p. 133)

Educational districts, the superintendency, the progressive education movement, and professional associations were all established during these early years.

Consolidation of School Systems

The third decade of the twentieth century saw a major organizational change in rural educational districts. Rural education had maintained a steady growth and by 1912 there were 3,027 school sections. Baker (1929), minister of education, wrote in his report on *Rural Education in Alberta*, that

> Examining more critically, recalling the severe handicaps from which rural education suffers, comparing what is with what might be, any feeling of complacency is dispelled by one of concern--a feeling which deepens with the realization that the rural schools of Alberta have almost reached the limit of excellence which they can reasonably be expected to attain under the existing system of school administration. (p. 1)

He listed four defects in the rural system: inability to hold the more ambitious and able teachers; inability to bring intelligence to bear on the important task of placing teachers in the schools for which they are best fitted; a lack of supervision; and no satisfactory means of eliminating the inefficient (pp. 7-8). Furthermore, "nearly all of these weaknesses . . . are inherent in the very nature of the system of administration now in effect, and cannot be remedied without changing it." (p. 8). Baker's recommendation was consolidation of the smaller districts. Unfortunately, he was a man ahead of the times. It took the "dirty 30s", and the Social Credit government, to accelerate the movement toward consolidation.

Johnson (1968) noted that, by 1937, 774 of the smaller rural districts had been amalgamated into 11, and that by 1941 Alberta had consolidated into 50 large divisions, as well as other organizational units (p. 112).

The County Act

The 1950s saw another organizational change in rural education. Johnson (1968) recorded that "Alberta began experimenting with a new type of large unit when its County Act of 1950 authorized the formation of counties in which the county council was given the powers of a divisional school board" (p. 114). Twenty-eight counties had been established by 1965.

By 1993 there were 30 counties even though, as Hathaway (1993) pointed out, the rural population in Alberta, which had been 70% of the total population in 1921, had shrunk to slightly more than 20% in 1986.

Chalmers (1967) was of the opinion that this type of unit would likely to be dominant in rural education for many years to come (p. 303). He pointed out "the difference is in government. A county is controlled by an elected council . . . [which] has the direction of all municipal and all school matters. The council is divided into two working committees, municipal and school. . . . The practice has been for all members to serve on both committees" (p. 299). He also commented that "it is apparent that school committees [by virtue of representation] have a built-in bias in favor of the rural areas" (p. 299).

Summary

Phillips (1957) summarized these five movements or events that have been prominent in the history of education in Alberta:

1. The rapid increase in population in the beginning decades of this century which led to a high demand for local schools. In 1906 there were 746 schools, mostly rural, and by 1912 there were 3,027.

2. The campaign to assimilate the large new foreign-born population that encouraged the development of local school boards.

3. The introduction in 1936 of a radically new program in rural elementary schools instigated by the U.F.W.A.

4. The reorganization of the whole province into large school districts and the development of the County Act.

5. The transference of all responsibility for teacher education to the provincial university in 1945 (p. 230).

Alberta was a pioneer in the introduction of the new program for schools, the reorganization of districts, and the transfer of teacher education to the university. In all other respects Phillips (1957) noted that "the provincial department of education in Alberta might be cited as typical of Canada" (p. 232).

Rural Teaching Conditions

Lortie (1975) stated that as a group "teachers prefer classroom tasks over organizational tasks and classroom claims over organizational initiations. Their impulses are organizationally centrifugal; their primary allegiance is to the classroom" (p. 164). Generally he found that the orientations of teachers color their perceptions. For example, teachers' suggestions are conservative rather than radical, individualistic rather than collectivist, and present-oriented rather than future-oriented (p. 181). Therefore, many aspects of the teaching experience are common to all educators. Lortie (1975), from data gathered in his study of Dade County, Florida, noted that "teachers consider psychic rewards their major source of work satisfaction. Teaching is satisfying and encouraging when positive things happen in the classroom" (p. 104). He added, after reviewing the study conducted by the U.S. National Education Association in 1963, that other sources of satisfaction and dissatisfaction included "administrators, working conditions, teachers, parents, facilities, and the community" (p. 104). Chan-Young Chung (1985), in a study of Edmonton teachers, also concluded that "teachers are relatively satisfied with their major work, but they are somewhat dissatisfied with school matters external to the classroom management" (p. 199).

Studies of rural schools have identified additional factors that particularly affect rural teachers. For example, Rottier, Kelly, and Tomhove

(1983), in a study of American midwestern schools, reported that in small rural school districts a significant number of teachers manifested symptoms of personal dissatisfaction with teaching. They speculated that many teachers had developed a naive "act of faith" in the system, believing it would take care of them, only to become disillusioned with the system as they grew older. They concluded the system itself may be at fault (p. 78).

Lam (1989), in a study of rural Manitoba teachers, also reported that the degree of complexity experienced by rural teachers in coping with change seemed higher. Change was more disruptive and more complex as there were fewer system resources available to aid transitions (p. 17).

In addition, Massey and Crosby (1983), in an overview of selected literature pertaining to American rural teachers in the 1980s, stated that the characteristic small size and physical and/or cultural isolation of rural schools means that teachers in such schools must deal with these three major factors that other teachers are less likely to encounter: (a) broad professional responsibilities, (b) personal and professional isolation, and (c) an extremely close relationship between the community and the school (p. 267).

Professional Responsibilities

Fennell's (1990) study of Saskatchewan rural teachers, and Gardner's (1986) study of rural Montana teachers, pointed out that broad professional responsibilities could be a possible source of dissatisfaction for teachers. These would include being assigned teaching responsibilities for multiple grades and areas of curriculum, being expected to maintain heavy extra-curricular responsibilities, and being expected to cope with greater community expectations. It is also likely that there are fewer professional back-up services available to assist with special needs students. However, Fennell (1990) also considered that such broad professional responsibilities could be possible satisfiers as there is "recognition of the importance of the individual teachers and students to the total school program, opportunities for teachers to become more innovative, to develop leadership skills, and to have flexibility in the development and presentation of courses" (p. 12). Anderson (1991), after having studied Canadian rural educational issues, concluded that self-reliance in curriculum design, program articulation, and work with special needs students are facts of life for rural teachers but often this self-reliance is perceived as empowerment. There is a danger, however, of overloading competent teachers (p. 28).

Lack of opportunities for professional development and the emphasis on professional self-reliance may also mean that there is little opportunity for growth and change. Sher's (1983) examination of rural education in "urban nations," for example, found that overall, "rural schools tend to be oriented toward teaching the "basics," more reliant on the particular qualities of individual teachers, and more familial and relaxed in their operating style than is true of comparable schools in metropolitan regions" (p. 258). Lund (1988), in a study of two small Alberta jurisdictions, observed that "schools in small jurisdictions maybe more conservative and therefore less innovative than in the larger jurisdiction" (p. 4).

Isolation

The extremely close relationship between the school and the community, as Massey and Crosby (1983) pointed out, means that "while a new teacher in a rural community may feel isolated and lonely, he or she may simultaneously feel constrained by the close scrutiny of the other residents" (p. 269). Haughey and Murphy (1982) also commented on the lack of privacy in teaching in rural communities in British Columbia. Anderson

(1991) noted that teachers in smaller communities are "on show" and higher standards of general moral behavior will be expected from them (p. 31). Teaching in such communities was frequently characterized as a "twenty-four hour job." Further, if the communities in which the teachers reside are "closed" socially, the isolation, loneliness, and lack of privacy are intensified and the community itself can become a source of dissatisfaction.

Sher (1983) stated that "generalizations about rural schools must be approached with the same caution that accompanies generalizations about rural communities. Once again, diversity is the norm" (p. 258). However, as Haughey and Murphy (1983) concluded, if the concerns that rural teachers have in common could be neutralized, as a group they would exhibit more stable employment patterns (p. 57).

Community

Community location, depending on its characteristics, may be a source of satisfaction or dissatisfaction. Sher (1983) suggested that

> teachers will be attracted to certain kinds of schools and communities and will find others unappealing. Other things being equal, rural schools in scenic areas, in congenial communities, with temperate climates, with good facilities, and easy access to shopping areas and recreational opportunities rarely encounter difficulties in staffing their schools. (p. 261)

Rural community members, as Hathaway (1993) pointed out, tend to be more undereducated and older than urban populations (p. 3). Therefore, the teacher is often seen as a source of knowledge and information by the general community. Yet age and education differences, as Anderson (1991) indicated, may make teachers "feel excluded from the more meaningful aspects of rural community social life, especially those who are from the 'outside' " (p. 31). Yet one of the professional advantages, Fennell observed (1990), is that "rural school situations also have greater potential for community involvement in school affairs [as well as] closer relationships between teachers and administrators, teachers and students, and teachers and parents" (p. 12).

Community involvement can also be a dissatisfier for, according to Lam (1989), the worsening of the rural economy is resulting in a greater public scrutiny of rural schools (p. 18). McKee, Haughey, and Murphy (1983), in a study of rural British Columbia teachers, reported that "over a third of the rural teachers expressed some dissatisfaction with the status of teachers in society, the attitude of society towards education and the attitudes of parents towards education" (p. 7). It would seem that many rural teachers' esteem needs are not being met by the public whom they serve.

Massey and Crosby (1983) concluded that successful rural teachers, "need to be generalists who are professionally self-sufficient and able to enhance the close relationship that exists between a rural community and its school" (p. 267).

Residency

Forsythe (1983 as cited in Miller, 1989) commented that teacher success in rural communities is somewhat related to "previous experience of living in a small rural community; and if the teacher has a personal link with the local area." Cross and Murphy (1980) added that most "studies cited imply that the successful rural teacher is one who understands the rural community and knows how to live in it" (p. 7). Sher (1983) classified rural teachers into the following three groups:

> *Homebodies:* These are individuals who grew up in rural areas very similar to those in which they teach. The time they spent in training and practice teaching is often their only "outside" experience. Their general strength is their empathy with and commitment to the local community and its children. In addition to a tendency to hold somewhat parochial attitudes, their general weakness is a lack of

> background experiences and ideas on which to draw in trying to improve the school. They run the gamut from poor to excellent. For the most part, their teaching is solid and fairly competent, especially in "the basics." Because they have a deep personal commitment to the area, these individuals tend to settle in fairly quickly and do not seek promotions that would take them away from the community.
>
> *Flashes in the pan*: These are individuals, usually quite young, who come to the rural school either involuntarily or because they see such a post as a useful steppingstone. Psychologically, they are often on their way up and out from the day they arrive. They are usually bright, innovative, energetic, and willing to shake up the status quo. However, they are generally not very sensitive to local customs and values, and they tend to be somewhat doctrinaire about whatever educational theory or method they prefer. In short, they often lack the patience and commitment necessary to adapt themselves and their teaching to local needs. At their best, they can inspire a lively environment and some useful innovations. However, they are usually gone before any innovations can become institutionalized, and so the changes usually fade away quickly.
>
> *Transplants*: These are people from urban areas who have moved to the country. Frequently, they come because their spouses have been reassigned to jobs nearby or because of a conscious rejection of the urban lifestyle. Their general strength is a wealth of experience and ideas gleaned from other schools and communities. Their general weakness is an inability to adjust to and feel comfortable in the community and the school. Transplants are often very good teachers, with special talents uncommon in the local area (for example, in the performing arts). When there is a good match between teacher and community, the transplant often proves to be the best type of teacher in small rural situations, providing more continuity and sensitivity than the "flash in the pan" teacher and more breadth and open-mindedness than most "homebodies." When the match is not good, there is a fairly strong likelihood that serious levels of antagonism and frustration will arise (pp. 260-261).

Gender

The proportion of females teaching in Alberta, as reported by Alberta Education (1991), is approximately 62.5%. In elementary schools, according to Freedman, Jackson, and Boles (1982), there is an overwhelming representation of women but an equally skewed percentage of men in administrative positions (p. 17). Silver (1988) reported that women have predominated in the teaching profession for about 100 years--it has never fallen below a 60 % female labor force--"but females have never achieved formal, legitimate authority within it" (p. 21). Advancement, leadership, and authority have traditionally been vested in the male minority. As Lebowitz (1980) commented, "it is the women who teach, and the men who administrate!" (p. 239). Biklen's (1986) study of women elementary teachers showed that most teachers focused on becoming great teachers, not on moving into administrative posts (p. 508). Lortie (1975) concluded that "ambiguities in the position of the elementary teacher today are rooted in the organizational history of schools; control by laymen, lack of clarity in colleague group boundaries, limited prestige and money income, and feminization of the occupation have taken place over a protracted period of time" (p. 16).

Nixon (1975), after examining the perception of female administrators and teachers in Alberta, observed that many believed that school boards preferred male principals (p. 176). However, for those few who would like the opportunity to move into administration, McKee et al. (1983) found that current methods used in promotion were a source of dissatisfaction to rural teachers (p. 10).

School Climate

Greathouse, Moyer, and Rhodes (1992), in a study of primary teachers in the sunbelt states in the U.S., reported that teachers included relationships with colleagues and a good working atmosphere in their top 10 job satisfiers (p. 44). Haughey and Murphy (1983) also noted that interpersonal relationships with colleagues were sources of substantial satisfaction for many rural teachers (p. 60). Schmidt (1980) pointed out "that poor interpersonal relations lead to job dissatisfaction and a tendency to leave the job. Thus the level of interpersonal tension between peers, superiors, and subordinates is an important variable when considering employee satisfaction" (p. 85).

Several researchers (e.g., Brissie et al., 1988; Shreeve et al., 1987; Goodlad, 1984) have emphasized the importance of the school principal in maintaining a school climate that contributes to teacher satisfaction. Barth (1986) and Blase (1987) pointed out the principal is in a position to not only influence the relationships in the school, but the direction and goals of the school itself. Bruce and Cacioppe (1989), after examining teacher resignations in Western Australia, observed that a principal's lack of competence appears to have consequences for teachers' job satisfaction (p. 77). Willams's (1981) examination of stress in Alberta teachers found that lack of support from administrators, relationship with colleagues, and small schools were factors which produced stress for teachers. In a study of American mid-western rural elementary teachers, Greathouse et al. (1992) reported that administrators who maintained a greater degree of openness, honesty and fairness in their interpersonal relationships with teachers had staffs with higher job satisfaction (p. 44).

It may be, as Barth (1986) commented, that "the relationship between principal and teacher has become increasingly strained by the growing emphasis on teacher accountability, pupil minimum competence, parent involvement, and collective bargaining" (p. 472). These stressors may affect the satisfaction levels of teachers with their first-line administrators.

System Administration

Lam (1989) proposed that "to develop a holistic perspective of the teacher's world of work . . . the external job environment should be examined" (p. 12). For example, dissatisfaction may occur when the teacher's expectations of the organization are not met. Yet, as Freedman et al. (1982) pointed out, "teachers who one by one enter the profession remain largely unaware of the institutional nature of school systems and are, therefore, ill-prepared to handle the conflicts that arise from the nature of that institutional structure" (p. 57).

The ambiguity of some roles, as evidenced by the relationship between boards and superintendents, makes it difficult to clarify the nature of the organizational structure. Genge and Holdaway (1992) found that superintendents, although "usually not in direct contact with most classrooms, can and often do have a substantial influence upon the effectiveness of teaching and learning" (p.1). However, Murphy (1991) reported that rural teachers, on the whole, perceived that boards played a greater part in their life than did the superintendent. He saw this as "a fundamental issue, which is the declining influence of superintendents and the appropriate balance of power between them and their school boards" (p. 510).

Holdaway's (1978) study of teacher satisfaction in Alberta concluded that administration and board policies were one of the major sources of overall dissatisfaction to teachers (p. 45). Haughey and Murphy (1983) also noted in British Columbia that rural boards may be a source of dissatisfaction to teachers because of the lack of consultation between boards and teachers concerning working conditions. Murphy (1991) observed "that many rural school reformers view superintendents and their bureaucracies as part of the problem, not as part of the solution" (p. 511).

Decision-making

Alluto and Belasco (1972) reported that the "decisional climate is a major factor influencing teacher satisfaction levels" (p. 54). They concluded that those "who were most favorable toward militant activities were those experiencing [the most] decisional deprivation"(p. 37). Alluto and Belasco (1973) and Shreeve et al. (1987) observed that many teachers in rural districts felt decisionally deprived. The difficulty, as Corriveau (1969) pointed out, is that "there is no congruence between administrators' and teachers' perceptions of actual and ideal participation in all decision areas except pupil discipline. The least congruence was found to lie in the area of policy making, where teachers expressed the desire for a more active role" (pp. 11-12). Conway (1984), in his discussion of teacher decision making, commented that "organizational trust was a better predictor of satisfaction than was participation itself" (p. 32).

Overall Satisfaction

Raschke, Dedrick, Strathe, and Hawkes (1985), in a study of public elementary teachers in various central U.S. mid-west districts, concluded that

> a variety of factors have contributed to the crisis in teaching, including population shifts, increased professional opportunities for women outside the teaching profession, and the declining caliber of those entering the teaching profession. However, teachers' dissatisfaction with the condition of their profession and with their occupational setting is clearly the most visible and significant factor. (p. 559)

Similarly, Wangberg et al. (1982), after studying four U.S. state school systems, which included a rural mid-western district, found that female elementary teachers, regardless of their years of teaching, were expressing job dissatisfaction with working conditions and lack of professional recognition. Barth (1986) noted "that the social value of their work, which has fueled them through past difficulties, no longer provides sufficient compensation and professional invigoration" (p. 471). Brown's (1984) study of Missouri rural elementary teachers found that "occupational stress has diminished the satisfaction that many teachers obtain from their profession, caused numerous educators to choose alternative careers, and depleted the energy that many teachers bring to the classroom" (p. 3).

This loss, or burnout of individual members, affects the functioning of the organization as a whole. First, as Greenberg (1984) pointed out, the need for a healthy relationship between teachers and students should make member satisfaction of particular concern to educational systems. For, as Glisson and Durick (1988) stated,

> human service organizations are reported to have lower levels of satisfaction when compared with other types of organizations: [therefore] an understanding of the contributing factors within the human services is especially important. Also, because job satisfaction and organizational commitment seem to play key roles in the occurrence of both turnover and burnout in the human services, the prescriptive implications of understanding the etiology of satisfaction and commitment extend beyond concerns for the well-being of employees to include the quality of services and the well-being of clients who receive those services. (p. 64)

Secondly, as Alluto and Belasco (1972) in their study of one rural and one urban New York State school district concluded, the organization cannot adequately fulfill its function unless it is

> assured of sufficient supply of skilled manpower to carry out its basic tasks, and a willingness on the part of organizational members to both dependably execute their current organizational assignments and adapt to changing future conditions. In an effort to deal with this dependency, the educational organization must be concerned with

> the satisfaction of the needs and expectations of individual system members. Therefore, member satisfaction is a crucial organizational concern. (p. 45)

They also forecast that "if we do not make . . . changes in order to prepare and retain quality teachers, our society will suffer" (p. 12). Rosenholtz (1989) concluded that "the analysis makes clear that teacher commitment is not only embedded in workplace circumstances; it is also governed, at least in part, by a larger environment, and an equally compelling reality" (pp. 7-8). Unfortunately, part of that larger reality, as Fennell (1990) pointed out, is that "rural life and culture are not valued as part of modern society" (p. 15). Haughey and Murphy (1982) conjectured that unless the concerns of rural teachers are addressed they will become mobile when the economy and the educational system stabilize.

Teachers' concerns, rural and urban, should be valued and addressed for the continuation of *all* effective educational systems. Grassie and Carss's (1973) comments, pertaining to Australian education, are equally valid here:

> School systems have to be able not only to recruit teachers in sufficient numbers in good economic years as well as in bad, but to keep them in the schools regardless of the economic climate. It is not good enough for education authorities to have to depend on a downturn in the country's economic fortunes to be assured of adequate recruitment of teachers, nor should it be acceptable that, when the alternative employment becomes available with an improvement in the economy, difficulties with recruitment emerge and school systems may even lose some of their best qualified teachers. These considerations aside, however, the nature of teaching and the contribution teachers are expected to make towards the well-being of society generally, together demand some minimum degree of satisfaction on the part of teachers with their task. (pp. 16-17)

Conceptual Framework

Miskel and Ogawa (1988), in their critique of job satisfaction theories, stated that "goal theory shows promise for testing with educators because goal-setting techniques complement and enhance other theories of work motivation, including expectancy theory and work job-characteristics model" (p. 285).

Goal theory, as Miskel and Ogawa (1988) pointed out, was originally proposed by Locke in 1968 and became popular during the 1970's as a cognitive-process approach to work motivation (p. 284). Locke (1969) described a cognitive-process approach as seeking "explanations of behavior in terms of attributes of entities; and to identify the nature of the processes one is dealing with before attempting to measure them and relate them to other processes" (p. 313). This approach is exemplified by Maslow's need hierarchy theory, Hertzberg's two-factor theory, and Locke's goal theory or discrepancy theory.

The alternate approach, which Locke (1969) referred to as a causal process, observes and measures actions but *"does not attempt to identify the characteristics of the entities which made these actions possible"* (p. 311). The focus of this approach is on observing and describing a sequence of events. It is exemplified by Vroom's theory of expectancy and the resulting models and studies of Lawler and Porter.

Further exploration of Locke's goal theory seemed warranted for, as Miskel and Ogawa stated, this theory "complements and enhances other theories of work motivation" (p. 285). In the initial stages of exploration a strong intuitive appeal was invoked--it "made sense." This initial intuitive attraction was perceived as a danger for Maslow's work has also strongly appealed to many educators on an intuitive level, yet as Miskel and Ogawa

(1988) concluded, "little research supports it" (p. 280). Further investigation showed that early support for goal theory came primarily from a series of laboratory experiments. However, these were later supported with both laboratory and field research methods.

Locke (1968) began by distinguishing the concept of need from the concept of value:

> While needs are innate (inborn), values are acquired (learned). Thus, while all men have the same basic needs, men can (and do) differ in what they value. While his needs confront man with the requirement of action, his values determine his actual choices and emotional reactions. (p. 1304)

He (1969) then developed concepts of satisfaction, dissatisfaction, value, emotion, and appraisal and their interrelationships and concluded that a "valid overall index of satisfaction would . . . be a sum of the evaluations of all job aspects to which the individual responds" (p. 331). Next, he identified the nature of the process that was about to be measured--the complex emotional reactions that individuals have to their job. The nature of emotion, in Locke's (1969) view, is based on a trichotomy of basic biological functions; (a) cognition, the identification of existents; (b) evaluation, the estimate of the beneficial or harmful relationship of perceived existents to oneself; and (c) the regulation of action (p. 314). Cognition enables people to discover what exists but does not tell them the significance of their perceptions. Evaluation is the making of a value judgment which is a process of subjective, psychological measurement in which a value is the standard. The regulation of action is guided by an implicit or explicit code of values which are acquired by one mean or another. Put in simple terms this can be expressed as follows: (a) I observe it, (b) I evaluate it (estimating the relationship between the object, action, or condition and one or more of my values), and (c) I respond.

Locke (1969) pointed out the "evaluation, the making of value judgments, is a process of subjective (i.e., private) psychological *measurement* in which a *value* is the standard" (p. 315). Emotions are the product of value judgments and they in turn become the basis for a belief or opinion. Beliefs and opinions shape one's attitudes which in turn supports one's values.

In analyzing Locke's description of value acquisition it would seem possible to speculate that teachers, both as individuals and as a group, acquire an innate set of values about the system within which they function. These innate values may in part reflect their shared socialization and common condition; their similar environmental and cultural milieus; the similar behaviors and attitudes of individuals attracted to the teaching profession; and individual personal experiences and self-interest.

The attainment or fulfillment of one's value system leads an individual to experience that which Locke (1969) called one's "efficacy as a living being" (p. 316). Therefore, he concluded that

> Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values. Job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues. *Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing.* (p. 316)

However, as Hofstede (1980) noted, "our values are mutually related and form value systems or hierarchies, but these systems need not be in a state of harmony: Most people simultaneously hold several conflicting values, such as 'freedom' and 'equality'" (p. 19). Therefore, it is possible for teachers to be satisfied with their job while simultaneously dissatisfied with certain aspects of it. Vroom (1964) even asserted that there is a "degree of motive arousal" in an individual's response which varies over time and with the number of occurrences of the experience. Landy (1978) also observed that there is systematic variation in attitudes and behavior due to emotional levels changing over time (p. 536). However, Guion (1992), in reviewing job satisfaction research, showed that overall "satisfaction tends to be somewhat consistent across time and situations" (p. 279).

If Guion is correct, teachers' satisfaction levels should be indicative of general tendencies, not just idiosyncractic to a specific moment in time. Therefore, it is important to know what teachers' perceptions are of their work situation. Perception, as defined by Shaver (1981 cited in Johnson, 1987), is "the understanding of the world that you construct from data obtained through your senses" (p. 207). Perception dictates the individual's opportunities for action. Locke (1976) described an individual's opportunities for actions as being "affected by such factors as his values, beliefs, and methods of thinking; the constraints and opportunities offered or presented by the situation; and the specific object which is perceived as beneficial or harmful to the individual" (p. 1331).

Teachers' values, beliefs, and methods of thinking can only be construed through the value they place on various components of the work place. Dawis (1992, pp. 75-78) identified these three main components to work values:

1. *Safety value* includes the importance of the structure, stability, and predictability in the work environment.

2. *Achievement value* includes the importance of accomplishment through use of one's abilities.

3. *Status value* includes the importance of social recognition and prestige.

Additionally, satisfaction is influenced by work values which are generated by the constraints and opportunities offered or presented by the work environment. The research of James and James (1992, p. 95) identified four main components of the work environment, along with factors which may be either constraints or opportunities. They were as follows:

1. *Leader support and facilitation* includes hierarchical influence, psychological influence, leader trust and support, leader interaction facilitation, and leader goal emphasis and facilitation.

2. *Role stress and lack of harmony* includes role ambiguity, role conflict, role overload, subunit conflict, organization identification, and management concern and awareness.

3. *Job challenge and autonomy* includes job autonomy, job importance, and job challenge and variety.

4. *Work group cooperation, warmth and friendliness* includes reputation for effectiveness and work group warmth.

These are compatible with the work-related personal values proposed by Locke (1976): (a) clarity, harmony, and justice; (b) challenge, independence, and responsibility; (c) work facilitation, support, and recognition; and (d) warm and friendly social relations (p. 1329).

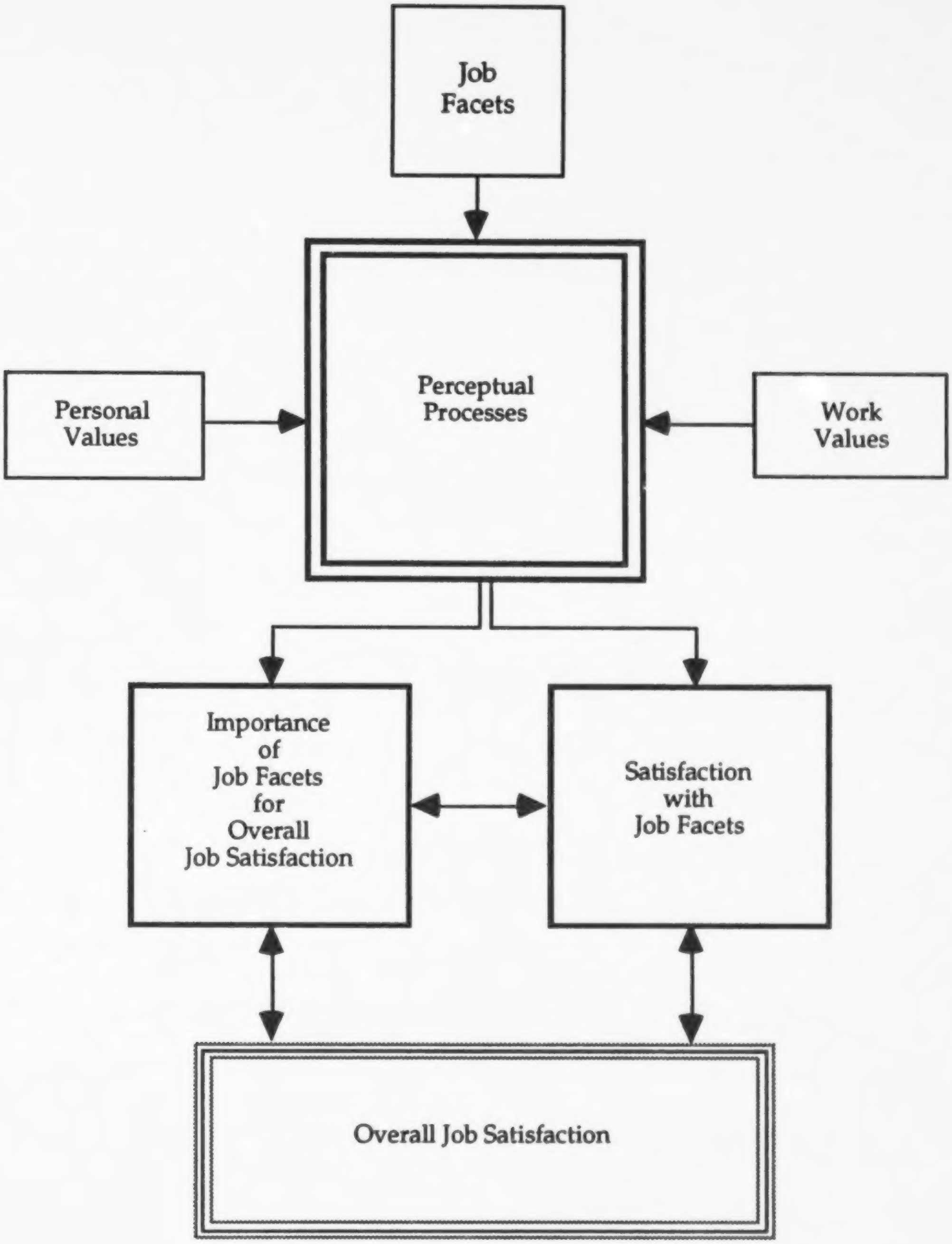
Individual overall satisfaction, in the end, can only reflect whether those values which are satisfied have greater importance than do those values which are unsatisfied. It is also possible to estimate the degree to which the individual perceives the specific practice or object, if rated by the individual, to be beneficial or harmful.

Figure 2.2, an adaptation of Johnson and Holdaway's (1994) conceptual framework of job facets and job satisfaction, shows the influence of personal needs, values, characteristics, and work values on teachers' perceptions. These perceptions cause some job facets to be valued more or less highly than others which, in turn, influences overall job satisfaction. There is a dynamic interplay among the elements of the model because there is a degree of flux in the outlined processes. Weick (1976) pointed out that in open-system constructs each aspect of the system preserves its own identity and some evidence of its physical or logical separateness but all aspects are responsive to each other (p. 3). Therefore, analysis of actions in relation to values is an essential stage in all professional practices.

The exploration of teachers' expectations is a simple, yet potentially powerful source of information, which could lead to major improvements in the quality of teachers' worklife.

Summary

Although rural teachers have many things in common with their urban counterparts, some aspects of their job are distinctly unique to the rural setting. The development of a naive "act of faith" in the local system and a subsequent disillusionment would seem to occur more often in the small, intimate organizational settings found in rural districts. Change is also more complex and disruptive as there are fewer resources to support alterations in policies and curricula. Professional isolation and additional responsibilities are more likely to be encountered. Personal and geographical isolation, scrutiny by the community, and greater community expectations also play a large part in the rural teacher's experience. The close relationship between school and community, while enhancing the relationships with students, can curtail the rural teacher's privacy.



Job Facets
Perceptual Processes
Personal Values
Work Values
Importance of Job Facets for Overall Job Satisfaction
Satisfaction with Job Facets
Overall Job Satisfaction

Figure 2.2

Conceptual Framework–Job Facets and Job Satisfaction

Community values and expectations, unless mediated by previous rural experience, may be a source of stress. Promotional opportunities may be limited, as well as the opportunity to specialize in a particular area. The distance and difficulties connected to transferring within the area increase the importance of the local school climate. Rural teachers probably tend to experience a more direct relationship with board members and central office staff as there are fewer "buffer zones" between the teacher and system administration.

The importance of retaining skilled, satisfied teachers, who are willing and able to respond to changing demands, should be of crucial concern to rural educational districts.

The conceptual framework (Figure 2.2) highlights the affective orientation of job satisfaction. Teachers' needs and values, personal characteristics, background, and work environment influence their perception of the organization. These perceptions determine the response to selected facets of the job and overall job satisfaction. Also, the importance of the value will strongly influence the degree of satisfaction or dissatisfaction. The model does not attempt to explore individual value systems but assumes that teachers will hold some perceptions of the system in common. The implication is that the system can influence teachers' satisfaction levels, but often those conditions that shape and structure job satisfaction are largely ignored.

The system in which teachers work is the sum of the people who function within it, their interactions, histories, and behaviors. The system's effective operation is dependent upon its members, thus it would be in the best interests of the organization to construct conditions which would promote the general psychological health of the individuals. The model, however, does not take into account the broader context within which the entire system is embedded. There will always be outside influences which are beyond the control of the organization. Government policies, monetary allotments, changing technologies, and unexpected social pressures will influence the well-being of both individuals and the system.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides information about the following aspects of this study: the research instrument, the data-collection procedures, and the data-analysis methods. It also specifies the assumptions, limitations, and delimitations of the study.

The Research Instrument

In a pilot study, interviews were conducted with five rural elementary teachers in order to assess which relationships, issues, and background experiences contributed to rural elementary teachers' perceptions of their job experiences. The main study relied on a mailed questionnaire to obtain data. Gay (1987) pointed out that "a questionnaire is much more efficient in that it requires less time, is less expensive, and permits collection of data from a much larger sample" (p. 195). Other advantages are the lack of pressure on the respondent for an immediate response, anonymity for the respondent, and a reduction of interviewer bias. The use of the questionnaire furnished the means to receive information from potentially all elementary teachers in participating county schools.

The Pre-questionnaire Interviews

Five female elementary teachers from various rural areas in Alberta were interviewed in order to obtain general perceptions of system characteristics. Prior to the interview the respondents provided the following personal data: age, experience, training, and the amount of time spent in their current position. The interviews were guided by the following six open-ended questions:

1. How did you come to teach in a rural area?
2. What is it like to be a teacher in a rural area?
3. What are your professional relationships like?
4. What is your relationship with the community?
5. How do you continue to grow as a teacher in a rural area?
6. What do you think a teacher needs to know before deciding to teach in a rural area?

Five major themes were identified in the interviews and used as a guide for a further literature search and in the development of questions for the questionnaire. Theme one, Teacher History, identified the differences and commonalties in the subjects' background, employment history, and views on teacher retention in rural areas. Theme two, Teacher and Community, described the relationship between the teacher and the community, the social life of the teacher, and the community's perception and expectations of teachers. Theme three, Teacher and the School, discussed the relationships that developed between the teacher, principal and staff, professional development issues, and the relationship between the school and the community. Theme four, Teacher and the Organization, described the relationships that developed between the teacher, the superintendent, the board, and the local branch of the ATA. Theme five, Teacher and Teaching, described the viewpoints each respondent had on rural issues, classroom problems, the availability of support systems, and career aspirations.

The Questionnaire

The questionnaire provided the following types of data: (a) personal data regarding sex, age, marital status, number of dependents, location of present residence, duration in present residence, and childhood residency location; (b) professional data regarding years of experience, major teaching assignment, level of education achieved, contract status, sex of principal, and whether or not the respondent had held a position within the local branch of the ATA; (c) information about the extent to which respondents were satisfied with various facets of their school, educational system, community resources, and community response to education and educators; (d) open-ended responses to those factors which contribute most to job satisfaction and dissatisfaction; and (e) an opportunity to provide additional comments regarding the improvement of working conditions and any other comments regarding job satisfaction.

The items selected were based on interviews with rural, elementary teachers, analysis of related literature, and Holdaway's (1978) *Satisfaction with Teaching and Employment Conditions Questionnaire.* A seven-part scale was used to obtain responses for the satisfaction/dissatisfaction items. Katz, Kahn, and Adams (1982) pointed out that such a "structural approach would aggregate these perceptions to characterize a given system or subsystem" (p. 7).

Validity, Reliability, and Objectivity

Central to all research is the generalization of findings, but it is the very essence of survey research. Jaeger (1988) concluded that "substantive generalizations" rely on satisfaction with four dimensions: internal (content) validity, external (construct) validity, reliability, and objectivity. He observed that

> Generalizing from the data collected to the conclusions drawn is an act of faith that can be supported by logic, theory, and sound survey practice. Such generalization can be better understood by considering its component parts, and the assumptions that it demands. (p. 324).

The assumptions, according to Jaeger (1988, p. 326), are as follows: the questions are "construct valid"; the respondents understand the questions; the respondents interpret the questions as intended; the respondents are willing to respond; the respondents have the knowledge or information needed to respond; the respondents are honest in their responses; responses are recorded accurately; responses are interpreted accurately; responses are transcribed and aggregated accurately; the sample is sufficiently large; and the sample is representative of the target population.

Many of the assumptions require an "act of faith" on the part of both the reader and the researcher. However, techniques to help ensure high quality research should be considered when examining the component parts or dimensions of validity and reliability.

Validity. Since research instruments are designed for a variety of purposes, validity can be evaluated only in terms of purpose. Gay (1987) proposed the following definition of validity: "the most simplistic definition of validity is that it is the degree to which a test measures what it is supposed to measure" (p. 128).

Content validity, according to Gay (1987, pp. 129-130) is the degree to which a test measures an intended content area and is determined by expert judgment. This judgment is based on whether or not the survey contains items representative of the phenomena under investigation. Therefore, the process of questionnaire construction was informed by a research of the relevant literature, an examination of related research studies, examination of prior research instruments (especially Holdaway's (1978) questionnaire developed for the survey *Satisfaction of teachers in Alberta with their work and working conditions*), and preliminary interviews with rural elementary teachers. Of the 57 satisfaction items in Holdaway's survey, 27 were deemed appropriate for the purposes of this study and, with Holdaway's permission, were used. The remaining 30 items were developed from the literature reviewed in Chapter 2 and from comments provided by the interviewees. The instrument was also reviewed by the researcher's supervisory committee for appropriateness and potential bias.

Construct validity, as defined by Gay (1987), "is the degree to which a test measures an intended hypothetical construct" (p. 131). A construct cannot be seen; only its effect can be observed. The credibility of the "construct" of job satisfaction has been well established by serious examination, over a prolonged period of time, by many researchers. Even so, as Miskel and Ogawa (1988) observed, "a number of scholars have doubted the value of the job-satisfaction concept" (p. 288). Inclusion of wide array of specific job dimensions in the questionnaire helped to alleviate this concern as well as the effort made to ensure that the questions were consistent with the body of knowledge that defines the "job satisfaction" construct. Additionally, the validity of the written comments was discerned by the number of comments and the respondents' frankness and willingness to disclose personal experiences about the items under investigation. Guarantees of anonymity probably assisted in ensuring frank responses.

Validity also requires that the respondents understand and interpret the questions with the same intention as the researcher. In this study, the instrument was designed to be as direct and unambiguous as possible. The format was designed in such a way as to capture the teachers' interests as well as respect their time constraints.

Reliability. Gay (1987) noted that "In everyday English, reliability means dependability, or trustworthiness. . . . Basically, reliability is the degree to which a test consistently measures whatever it measures" (p. 135). Guba and Lincoln (1985) stated "Reliability is not prized for its own sake but as a precondition for validity" (p. 292).

Commonly, the internal reliability of the measuring device is checked statistically. An often used statistical approach is the odd-even split-half reliability procedure. In essence, two equivalent forms of the test are artificially created and used to compute equivalent-forms reliability; the two equivalent forms just happen to be in the same test. For this study, the Guttman split-half analysis using an odd-even split of the items resulted in the coefficient of .97. This result attests to the reliability of the questionnaire used in this study.

Objectivity. Lincoln and Guba (1985) indicated that "the typical criterion that is invoked to judge objectivity is that of intersubjective agreement. What a number of individuals experience is objective and what a single individual experiences is subjective" (p. 300). When the criterion is applied to data, the question evoked is whether or not the data are confirmable. In other words, if the same procedures were followed in a later study of the same topic, would the new analysis and interpretation of data result in similar findings? One method of increasing objectivity would be to build on existent work.

This view was supported by Roznowski and Hulin's (1992) conclusion that "well-developed measures of job satisfaction account for variance in organizationally relevant responses far beyond the demonstrated usefulness of newer and trendier constructs, notions and variables" (p. 124). This conclusion motivated an effort to find and adapt an existing survey. Many items contained in Holdaway's questionnaire, *Satisfaction With Teaching* *and Employment Conditions,* which was designed for, and used with, Alberta teachers, were perceived to be suitable for the purpose of this study.

Data Collection

A questionnaire was used to collect data from rural elementary teachers in Alberta county schools. The population, procedures for distribution, and collection of questionnaires are outlined below.

The Population

A total of 21 counties, which matched the selection criteria, were selected for the initial contact. A letter (Appendix B) was sent out to superintendents on the 18 October 1993, requesting permission to carry out the study in their counties. Superintendents were also asked for the names and school addresses of all teachers teaching in an elementary school in their counties. A follow-up letter (Appendix B) to non-responding superintendents was mailed out on 24 November 1993. Seventeen superintendents granted permission for the research project and returned the necessary information. A thank-you letter (Appendix B) was sent to each superintendent.

Distribution and Collection of Questionnaires

A Research Ethics Review Application was submitted and approved by the Department of Educational Administration at the University of Alberta in March 1994.

The 17 counties had 50 schools with a total of 624 teachers who matched the selection criteria for the questionnaire. A covering letter (Appendix B), a self-addressed stamped envelope, and a copy of the questionnaire was mailed to each teacher via the school in April 1994. The school packets contained a covering letter (Appendix B) to the principals and a copy of the questionnaire for their records.

In early May 1994, a follow-up letter (Appendix B), along with a self-addressed stamped envelope and a copy of the questionnaire, was mailed out to those teachers who had not responded. In late May 1994, a thank-you letter (Appendix B) was mailed to each of the 50 participating schools.

By 31 May 1994, 421 completed questionnaires had been returned. The researcher was notified that one teacher was on exchange and another on maternity leave thereby decreasing the sample to 622. Eight questionnaires were returned after the cut-off date. The total usable return rate was 67.7%.

Data Analysis

The major goal of this study was to gain a clearer understanding of what rural county systems can do to make a difference in the quality of teachers' work life. Therefore, these activities were undertaken: (a) to summarize the data related to the personal and professional characteristics of elementary teachers, (b) to summarize respondents' overall satisfaction and satisfaction with facets of the county education system, (c) to summarize personal and professional variables and their relationship to facet satisfaction, (d) to examine the relationships between personal and professional characteristics and overall facet satisfaction, and (e) to examine the written responses in order to gain additional understandings of teachers' perceptions, as well as their recommendations for improvement. Content and statistical analysis were used to interpret data from the questionnaires.

Guion (1992) pointed out that "how broadly one wants to measure satisfaction depends more on purposes than theoretical imperative" (p. 264). Since this research study was interested primarily in teachers' perceptions of the system in which they worked, facets of intrinsic satisfaction were not addressed directly. The intrinsic satisfiers for teachers, which spring primarily from student-relationships and student learning, have been researched and described by various writers [e.g., Lortie (1975)]. Teachers in the study overcame this omission by invariably identifying student-relationships and learning as the primary source of satisfaction when they were asked to identify sources of satisfaction,

In order to discover what aspects of the work environment affect teachers when they step outside the classroom door and what recommendations they have that would make the system more "user-friendly," this study was based on the following process: (a) defining the situation (rural elementary schools in Alberta county systems), (b) identifying the characteristics of one specific set of players (teachers in rural elementary schools), (c) interpreting the organization gestalt (school, principal, central office, school board, etc.), (d) developing workable understandings of the interplay between the teacher and the organization, and (e) working with teachers' responses to discover practical and useful recommendations for system improvement.

Statistical Analysis of the Questionnaire Data

Several techniques were used to analyze data collected from the questionnaires. First, frequencies and percentage frequencies of variables were determined in order to construct a personal and professional profile of respondents. Second, percentage frequency distributions of satisfaction responses, overall means, and ranked order of means for the 57 facets were determined in order to provide information about the degree of satisfaction respondents felt towards individual facets. In addition, facets were clustered into 14 groupings to provide a thematic approach to the reporting. Third, a descriptive analysis of means was conducted to determine substantial ($\geq$0.5) differences based on the following personal and professional data: (a) sex,

(b) age, (c) marital status, (d) number of dependents, (e) location of present residence, (f) length of present residency, (g) childhood residency, (h) contract status, (i) level of education, (j) years of teaching experience, (k) sex of principal, (l) years of teaching in present county, (m) years of teaching in present school, (n) consistency of assignment with training, (o) grade level assignment, and (p) whether or not one has held a position in the local ATA.

Content Analysis of the Written Responses From the Questionnaire

Content analysis was conducted on the 3,210 written comments completed with the questionnaires. Key themes were identified within each set of responses for questions #72, #73, #74, and #75. Illustrative comments, which substantiated questionnaire findings, were included with the data analysis. Sample responses were also used to illustrate main conclusions as well as providing a basis for practical recommendations for system improvement.

Assumptions

The main assumptions underlying this study are outlined below:

1. The elementary school is a form of educational organization that differs from junior and senior high school settings. It also differs from schools that are designated K-9 or K-12.

2. Rural elementary schools differ from urban elementary schools.

3. County systems are politically different from divisional systems.

4. Teachers are knowledgeable about organizational conditions in their educational system and are able to make judgments regarding those conditions.

5. Information about perceptions regarding satisfaction/dissatisfaction of organizational conditions can be attained by means of a questionnaire.

6. The respondents will be honest and sincere in their responses to the questionnaire.

7. Teachers' responses can be categorized in a fashion which will provide increased information about the quality of teachers' work life.

Limitations of the Study

Two major limitations were involved in this study.

The first limitation highlights the type of data-collection procedure used. The use of a questionnaire presents certain disadvantages in that the reliability and validity of an individually designed instrument cannot be established completely. Also, accuracy of the findings is limited to information obtained through the questionnaire and to the perceptions of those teachers who chose to respond. However, advantages of questionnaires are several: (a) they are less expensive to administer so that a larger group may be surveyed, (b) interviewer bias can be avoided, (c) there is greater confidence in anonymity, and (d) there is less pressure for respondents to respond immediately.

This study was also limited in that the responses to the questionnaire items were dependent upon the perceptions of the respondents at a particular point in time. This was an important consideration in that accuracy and stability may vary greatly according to situational factors such as staffing concerns, economic difficulties, political policies, and personal problems. A major consideration, which developed after this study was underway, was the affective response of respondents to the political decision by the Alberta Government to disband the county system and consolidate the educational sections of counties into large school divisions.

Delimitations of the Study

This study was delimited in four main ways:

1. This study featured only elementary schools in Alberta counties that contained no grade above grade six.

2. The population was restricted to those elementary teachers teaching in a county system.

3. Respondents could not be designated as the principal of the school.

4. The major focus was on perceptions of organizational components external to the classroom, such as characteristics of the school, central office, school board, community, and the local branch of the Alberta Teachers' Association. A secondary focus was on perceptions of intrinsic factors such as sense of achievement, intellectual stimulation, expectations, recognition, status, and satisfaction with career.

CHAPTER 4

PROFILE OF THE RESPONDENTS

This chapter provides a summary profile of the 421 county elementary teachers who responded to the questionnaire. First, the personal characteristics of the respondents are described, followed by their professional profile.

Personal Characteristics of Respondents

Information about personal characteristics of the 421 teachers who responded to the questionnaire is provided according to the following aspects: (a) sex, (b) age, (c) marital status, (d) number of dependents, (e) location of present residence, (f) length of time in present residence, and (g) childhood residency.

The frequency and percentage frequency distributions of sex, age, marital status, and number of dependents are summarized in Table 4.1. The majority of respondent teachers were female (79.8%), were over 30 years of age (81.2%), were married (73.6%), and had two or fewer dependents residing at home (79.1%).

Table 4.2 summarizes the respondents' present residency location, the length of time they have resided there, and in what type of area (rural, town, or urban) the majority of their childhood was spent. The majority of teachers resided in the county (80.9%), had lived there for more than two years (86.7%), and had spent the major part of their childhood in a town or rural area (72.1%).

Table 4.1

Frequency and Percentage Frequency Distributions of Personal Characteristics of Respondents

Sex (n=421)	f	%f
female	336	79.8
male	85	20.2

Age (n=420)	f	%f
under 30 years	79	18.8
30 - 39 years	120	28.6
40 - 49 years	160	38.1
50 years and over	61	14.5

Marital status (n=420)	f	%f
married	310	73.6
single	64	15.2
living with significant other	25	6.0
divorced	21	5.0

Number of dependents (n=421)	f	%f
none	136	32.3
one	102	24.2
two	95	22.6
three	58	13.8
four or more	30	7.1

Table 4.2

Frequency and Percentage Frequency Distributions of Respondents' Childhood and Present Residences and Length of Time in Current Residence

Major childhood residence (n=420)	f	%f
in a rural area	192	45.7
in a town	111	26.4
in an urban area	108	25.7
other	9	2.1
Location of present residence (n=420)	**f**	**%f**
same town as you teach in	169	40.2
acreage/farm/hamlet near school	121	28.8
outside of county	80	19.0
larger center in county	50	11.9
Years lived in present residence (n=421)	**f**	**%f**
less than 2 years	55	13.1
2 - 5 years	142	33.7
6 - 10 years	69	16.4
11 or more years	154	36.8

Professional Characteristics of Respondents

The professional characteristics of the respondents are described in relation to the following aspects: (a) sex of principal; (b) years of experience, level of education, and contract status; (c) years of teaching in present school and county; (d) major teaching assignment and its consistency with training and experience; and (e) whether or not the respondent had held a position with the local branch of the ATA.

Of 421 respondents 74.3%, or 313, reported that the principal as being a male; 25.7%, or 108, reported the principal as being a female.

The frequency distribution and percentage of frequencies for years of experience, level of education, and contract status are summarized in Table 4.3. The majority of the respondents had taught six or more years (79.5%), had a BEd (75.0%), and had a permanent full-time contract (81.0%).

The frequency and percentage frequency distributions for years of teaching in present school and county are summarized in Table 4.4. The majority of respondents had taught in the county for six or more years (70.1%) while considerably fewer had taught in the same school for six or more years (53.6%).

The frequency and percentage frequency distributions for the respondents' major teaching assignment and its consistency with training and experience are summarized in Table 4.5. The majority of respondents were responsible for teaching most subjects to a graded cluster of students (77.1%), which 84.0% assessed to be consistent with their training and 96.8% assessed to be consistent with their experience.

A majority of the respondents (62.6%) either had or were holding a position within the local branch of the ATA.

Table 4.3

Frequency and Percentage Frequency Distributions of Years of Experience, Highest Level of Education, and Contract Status

Years of teaching experience (n=415)	f	%f
under 6 years	85	20.5
6 - 10 years	90	21.7
11 - 15 years	83	20.0
16 - 20 years	66	15.9
21 - 25 years	47	11.3
26 - 30 years	28	6.7
over 30 years	16	3.9
MEAN 13.90		

Highest level of education (n=420)	f	%f
Teaching certificate	29	6.9
BEd	315	75.0
Other degree plus BEd	51	12.1
Masters	24	5.7
Doctorate	1	0.2

Contract status (n=421)	f	%f
permanent full-time	341	81.0
permanent part-time	33	7.8
temporary full-time	32	7.6
temporary part-time	15	3.6

Table 4.4

Frequency and Percentage Frequency Distributions of Years of Teaching in Present School and Present County

Years in present school (n=405)	f	%f
under 6 years	188	46.4
6 - 10 years	99	24.5
11 - 15 years	56	13.8
16 - 20 years	37	9.1
21 - 29 years	25	6.2
MEAN 8.30		

Years in present county (n=395)	f	%f
under 6 years	118	29.9
6 - 10 years	98	24.8
11 - 15 years	72	18.2
16 - 20 years	59	14.9
21 - 33 years	48	12.2
MEAN 11.10		

Table 4.5

Frequency and Percentage Frequency Distributions of Major Teaching Assignment and Its Consistency With Training and With Experience

Major teaching assignment	f (n=421)	%f
Grade 1	42	10.0
Grade 2	44	10.5
Grade 3	46	10.9
Grade 4	41	9.7
Grade 5	32	7.6
Grade 6	31	7.4
Generalist	63	14.9
Special education	48	11.4
Split class	30	7.1
Music	13	3.1
French immersion	11	2.6
Physical education	11	2.6
Teacher librarian	5	1.2
Special education/classroom	4	1.0

Assignment consistent with training	f (n=418)	%f
yes	351	84.0
no	67	16.0

Assignment consistent with experience	f (n=376)	%f
yes	364	96.8
no	12	3.2

Summary

The majority of the questionnaire respondents were female: 336 females and 85 males. A total of 66.7% of all questionnaire respondents were between the ages of 30 and 49 years. A large number of the respondents were married (73.6%) and either had no dependents (32.3%) or fewer than three (46.8%). Many lived in the same town or near the school in which they taught (69.0%), while another 11.9% resided in a larger center in the county. With regard to the number of years they had resided there, the most common categories were 2-5 years (33.7%) and 11 or more years (36.8%). The majority of the respondents had lived a major portion of their childhood in a rural town or area (72.1%).

One fifth (20.5%) of the respondents had fewer than six years of teaching experience. Approximately two fifths (41.7%) had between six and fifteen years of teaching experience. Most had a BEd degree (75.0%) and were on a permanent full-time contract (81.0%). A large number of respondents had spent less than six years in their current school (46.4%), but the majority had worked within the county for six or more years (70.1%).

Most of the teachers taught all subjects within a graded classroom (71%), while 11.4% of the respondents taught special education classes. Teachers generally reported that their assignments were consistent with both their training (84.0%) and experience (96.8%). A majority (62.6%) had, or were holding, a position in the local branch of the ATA.

In brief, a "typical" respondent had 13.9 years of teaching experience, had attained a BEd, was on a permanent full-time contract, had taught for the county for 11.1 years, and had been in her present school for 8.3 years. Her major teaching assignment was teaching all subjects within a graded classroom, which was consistent with her training and experience. Her administrator was likely a male. She had likely held, or was currently holding, a position within the local branch of the ATA.

CHAPTER 5

OVERALL AND FACET SATISFACTION

The purpose of this chapter is to present the results of analysis of the questionnaire responses in relation to the following General Research Questions: (a) To what extent are teachers satisfied with selected characteristics and operational procedures of their school systems? and (b) To what extent is teacher satisfaction associated with selected aspects and attitudes of the community? Teachers' perceptions of selected system practices, their relationships with colleagues in the system, the local ATA, parents, the community, and teachers' overall level of satisfaction with their work, are summarized and reported.

Written responses by respondents are also summarized and reported. As well, respondents' comments have been included to provide an understanding of their opinions. Some comments were altered slightly, without distorting their meaning, in order to make them more readable.

Principal-Teacher Relationships

Presented are the results of analysis of the questionnaire responses in relation to Research Question 1: To what extent are teachers satisfied with the principal's dissemination of information from central office, their own relationship with the principal, the extent to which the principal has trust and confidence in the teachers, the clarity of the principal's expectations, and the principal's educational leadership and personal support?

Table 5.1 summarizes the results of teachers' responses concerning their satisfaction with these aspects of principal-teacher relationships.

For the extent to which the principal made information from central office available, 89.7% of respondents were satisfied and 7.7% were

Table 5.1

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Aspects of Principal-Teacher Relationships

Teacher-Principal Relationships	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The extent to which the principal makes information from central office available (n=419)	0.7	1.0	6.0	2.6	10.0	30.1	49.6	6.09
Your relationship with the principal (n=417)	1.2	1.9	2.9	6.7	7.0	31.7	48.7	6.06
The extent to which the principal has trust and confidence in the teachers (n=415)	2.2	1.7	3.6	3.4	10.4	30.8	48.0	6.02
Clarity of principal's expectations (n=416)	1.4	3.4	7.0	4.6	15.9	30.5	37.3	5.70
Educational leadership of principal (n=414)	3.4	2.4	6.5	6.8	11.8	27.8	41.3	5.69
The amount of personal support given to teachers by the principal (n=417)	4.3	2.9	5.0	6.2	12.0	28.5	41.0	5.68

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

dissatisfied. No specific mention of this facet was made by respondents who were satisfied. A typical comment from those who were dissatisfied was

> *Provide more central office communication to teachers.*

For the relationship with the principal, 87.4% of respondents were satisfied and 6.0% were dissatisfied. Typical comments, representative of the positive principal-teacher relationship experienced by most respondents, were as follows:

> *I am satisfied with the support and camaraderie of my administration.*
>
> *I have a good working relationship with the principal.*

Respondents with negative experiences wrote:

> *I have a principal who supports no teacher.*
>
> *I have an administrator who* ***fails*** *as a caring and supportive leader.*

For the extent to which the principal had trust and confidence in the teachers, 89.2% of respondents were satisfied and 7.5% were dissatisfied. The following comments were representative of feelings of satisfaction:

> *The recognition of, and respect for, my competence in the classroom by the administration.*
>
> *Teachers being given credit as being professional and treated as such.*

Dissatisfaction was expressed in comments similar to

> *Lack of recognition and support by administration.*

For the clarity of principal's expectations, 83.7% of respondents were satisfied and 11.8% were dissatisfied. Positive classroom expectations were reported by one respondent as

> *The principal's recognition of the type of class I'm working with and the progress they have made.*

Clarity of school expectations was expressed as

> *We have a well-organized administration.*

Respondents who perceived the principal as having inconsistent expectations wrote these comments:

> *The principal is a 'yes' man.*

> *The principal is a weak leader who is unable to set rules and enforce them on a school-wide basis.*

For the principal's educational leadership, 80.9% of respondents were satisfied and 12.3% were dissatisfied. A comment from a respondent who was satisfied was

> *Our principal will do **anything** to help.*

A typical comment from those who were dissatisfied was

> *Very poor leadership by the principal.*

For the personal support given to teachers by the principal, 81.5% of respondents were satisfied and 12.2% were dissatisfied. One respondent who was satisfied wrote that

> *The principal is excellent. I know I can go to her for support and advice.*

On the other hand, one respondent who was dissatisfied felt

> *Frustrated with present school administration and their limited ability to **understand** and deal effectively with problems.*

Staff Relationships

Presented are the results of analysis of the questionnaire responses in relation to Research Question 2: To what extent are teachers satisfied with their relationships with colleagues in regards to interpersonal relations, opportunities for social relationships, and recognition by other teachers?

Table 5.2 summarizes the results of teachers' responses concerning their satisfaction with these aspects of teacher-staff relationships.

For the relationships with other teachers, 95.4% of respondents were satisfied and 1.9% were dissatisfied. The following were typical of many comments:

> *The staff is great. Enthusiasm and love of teaching is abundant on this staff.*

> *My fellow teachers are **wonderful** people to work with.*

Dissatisfaction resulted in the following comments:

> *Poor staff relationships and communication.*

> *Poor interpersonal relationships with some staff members who indulge in back-stabbing, etc.*

For opportunities for social relationships with other staff members, 82.1% of respondents were satisfied and 7.1% were dissatisfied. Positive social relationships elicited the following comments:

> *Teachers concerned about the welfare of each other and their families.*

> *A great sense of family amongst staff.*

Dissatisfaction was seen to stem, as one respondent wrote, from

> *Lack of emotional support of colleagues.*

For recognition of their work by other teachers, 71.5% of respondents were satisfied and 11.6% were dissatisfied. One respondent wrote of the satisfaction she felt

> *When colleagues appreciate and recognize my efforts.*

A typical comment made by a respondent who was dissatisfied was

> *Lack of support and recognition from other teachers in my school.*

Table 5.2

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Staff Relationships

Staff Relationships	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your relationships with other teachers (n=418)	0.2	1.0	0.7	2.6	4.5	43.1	47.8	6.30
Opportunities for social relationships with staff (n=418)	0.7	1.9	4.5	10.8	15.6	39.7	26.8	5.64
Recognition by other teachers in the school of your work (n=415)	1.7	3.4	6.5	16.9	18.1	36.1	17.3	5.24

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

School Characteristics

Presented are the results of analysis of the questionnaire responses in relation to Research Question 3: To what extent are teachers satisfied with perceived school system characteristics such as clarity of school goals, decision-making, evaluation, extra-curricular activities, and time spent in meetings?

Table 5.3 summarizes the results of teachers' responses concerning their satisfaction with these selected school system characteristics.

With clarity of school goals, 85.4% of respondents were satisfied and 7.9% were dissatisfied. Satisfaction was expressed by one respondent as

> *The shared vision by the entire staff of our school's mission.*

This was in direct contrast to another respondent's comment:

> *I am working in a school that does not have a mission statement that everyone is working towards.*

For the extent to which they were involved with decision-making in the school, 80.9% of respondents were satisfied and 11.6% were dissatisfied. Empowerment was forcefully expressed by two respondents as follows:

> *Working to improve the school--making a difference with how it is functioning--helping to 'put it on the map.'*

> *I feel that decision-making has a lot to do with the principal and how he/she gets the staff together as a positive, problem-solving team.*

The lack of decision-making opportunities was perceived by one respondent as

> *I have no say in a lot of the decision-making issues that affect my classroom and our school.*

Another pointed out that

> *Teachers need to be part of meaningful decision-making.*

Table 5.3

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected School Characteristics

School Characteristics	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Clarity of school goals (n=417)	0.7	2.4	4.8	6.7	17.0	37.2	31.2	5.73
Your involvement with decision-making in your school (n=418)	1.0	4.1	6.5	7.7	14.8	40.0	26.1	5.55
The amount of time expected to be spent on extra-curricular activities (n=397)	0.8	2.8	4.3	20.2	14.4	32.2	25.4	5.43
Methods used to evaluate teachers (n=416)	2.4	3.4	9.1	12.0	21.6	34.4	17.1	5.18
The amount of time spent in meetings (n=418)	3.6	5.7	12.0	17.9	19.4	28.2	13.2	4.81

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

For the amount of time expected to be spent on extra-curricular activities, 72.0% of respondents were satisfied and 7.9% were dissatisfied. A respondent reported the satisfaction derived from being

> *Highly active in complementary activities such as house leagues and extra-curricular sports.*

Other respondents who were dissatisfied provided these comments:

> *Too much is expected besides school hours, for example, choir work.*

> *All the 'extra' expectations outside the classroom are too much.*

For methods used to evaluate teachers, 73.1% of respondents were satisfied and 14.9% were dissatisfied. Positive evaluations were seen as

> *The recognition of my teaching ability by the administration.*

Ineffective evaluation, noted by one respondent, was

> *Not knowing whether you're really good or not at your job.*

An evaluation concern of some was expressed in the following comment:

> *How can we achieve a relatively high job satisfaction if we are being evaluated by a school administrator who is not elementary trained and who does not treat all staff members as knowledgeable in their particular role?*

For the amount of time spent in meetings, 60.8% of respondents were satisfied and 21.3% were dissatisfied. One respondent reported that

> *Many meetings are forced upon us to make the administration look good.*

Another said,

> *Staff meetings waste a lot of time on issues that could be handled by notices or correspondence shared on the bulletin board.*

A typical terse comment was

> *Too many meetings.*

Student-Related Facets

Presented are the results of analysis of the questionnaire responses in relation to Research Question 4: To what extent are teachers satisfied with student matters such as integration and support of special needs students and student attitudes and behaviors?

Table 5.4 summarizes the results of teachers' responses concerning their satisfaction with student-related facets. The overall percentage of teachers who were dissatisfied with student-related facets was considerably higher than for the categories of facets reported earlier in this chapter. Previous categories reported were teacher-principal relationships, staff relationships, and school characteristics.

For the general behavior of students in school, 77.8% of respondents were satisfied and 18.9% were dissatisfied. One respondent reported satisfaction when she

> *Noticed my students showing proper behavior in social situations.*

Typical of the many more negative comments was the following:

> *I am dealing, coping, and spending excessive time on non-appropriate behavioral concerns.*

For students' attitudes towards learning, 61.3% of respondents were satisfied and 34.9% were dissatisfied. A few wrote of the satisfaction they felt with the

> *Attitude of students toward learning and improving skills;*

but many more commented on

> *The poor attitude of students towards education.*

For the policy of integration of special needs students into the regular classroom, 63.1% of respondents were satisfied and 26.1% were dissatisfied. One grade 6 teacher reported satisfaction when she saw that she was

Table 5.4

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Student-Related Facets

Student-Related Facets	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
General behavior of students in school (n=418)	2.4	6.7	9.8	3.3	15.1	48.8	13.9	5.23
Policy of integration of special needs students into the regular classroom (n=410)	4.9	7.8	13.4	10.7	18.3	28.0	16.8	4.81
Support services available for integrated special needs students (n=407)	7.1	8.4	11.8	12.3	21.1	23.8	15.5	4.65
Attitudes of students toward learning (n=419)	5.3	11.2	18.4	3.8	24.8	31.7	4.8	4.46

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *Making headway with a 'disadvantaged' student.*

However, there were many more comments which underscored the resentment towards

> *Special needs students who take up too much of the regular classroom's time and energy.*

Only 60.4% of respondents were satisfied with the support services available for integrating special needs students; 27.3% were dissatisfied. One grade 3 teacher reported

> *I have a good special needs coordinator;*

but many more felt that they had

> *Special needs students without having adequate support.*

Teaching

Presented are the results of analysis of the questionnaire responses in relation to Research Question 5: To what extent are teachers satisfied with selected aspects of teaching such as a sense of achievement, satisfaction with a teacher's work, the prospect of teaching as a life-time career, intellectual stimulation, and job security?

Table 5.5 summarizes the results of teachers' responses concerning their satisfaction with these selected aspects of their career.

For the sense of achievement felt in teaching, 93.1% of respondents were satisfied and 4.3% were dissatisfied. A number commented on

> *The great fulfillment when students achieve;*

or, as one respondent defined the moment of satisfaction,

> *Those occasions when a student does 'click' onto something and is excited about his or her progress.*

Dissatisfaction was expressed in terms of role overload as in the following comment:

Table 5.5

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Facets of Teaching

Teaching	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your sense of achievement in teaching (n=417)	0.5	1.2	2.6	2.6	13.2	43.9	36.0	6.02
The prospect of classroom teaching as your life-time career (n=409)	2.4	5.6	4.2	7.3	8.1	32.0	40.3	5.70
Intellectual stimulation in your work (n=415)	0.7	2.2	5.3	9.6	16.1	39.8	26.3	5.62
Your job security (n=410)	12.9	6.1	11.2	12.4	15.9	26.3	15.1	4.51

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *It's impossible to keep up with everything and then they want more from us.*

For the prospect of classroom teaching as a life-time career, 80.4% of respondents were satisfied and 12.2% were dissatisfied. One respondent wrote

> *I enjoy teaching and intend to keep on teaching until retirement.*

However, one respondent expressed the concern of others when she commented

> *I don't want to be teaching when I'm 50. I'm 37 now and the stress in this job is manageable but I don't think I'll have the capacity to handle it when I'm 50.*

For the intellectual stimulation in their work, 82.2% of respondents were satisfied and 8.2% were dissatisfied. One commented that teaching allows for

> *Opportunity for change, growth, and intellectual stimulation.*

Others felt

> *I am working to the point of burnout.*

For teachers' sense of job security, only 57.3% of respondents were satisfied and 30.2% were dissatisfied. The concern with job security has affected many teachers as shown by the following comments:

> *I was highly satisfied with job security but am now highly dissatisfied. I don't know what the policies will be for transferring teachers, etc.*

> *I have an ongoing concern about job security--whether I will have a job or whether my assignment will be changed.*

Professional Development

Presented are the results of analysis of the questionnaire responses in relation to Research Question 6: To what extent do teachers perceive opportunities to exist for professional enrichment through in-service education, useful advice, and educational leave?

Table 5.6 summarizes the results of teachers' satisfaction with these selected aspects of professional development available to them.

For opportunities for useful in-service education, 73.7% of respondents were satisfied and 20.7% were dissatisfied. Several cited, *"Opportunities for professional development"* as a satisfier. Many more wrote that

> *More professional development related activities should be offered or teachers should be offered access to inservices/conferences elsewhere so that they can update and continue learning the newest trends.*

For the availability of useful advice to assist them with problems encountered in teaching, 64.7% of respondents were satisfied and 24.3% were dissatisfied. Suggestions included:

> *Time to meet with other teachers to plan and share.*
>
> *Practical courses in dealing with coping with everyday problems should be provided.*

For the extent to which staff are granted leave for further studies, 44.9% of respondents were satisfied and 20.2% were dissatisfied. Suggestions were as follows:

> *Provide more funding for sabbatical and extra university training.*
>
> *Teachers need opportunities to grow professionally. Opportunities for graduate studies should be encouraged.*

Table 5.6

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Facets of Professional Development

Professional Development	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Opportunities for useful in-service education (n=416)	3.6	7.0	10.1	5.5	26.4	31.0	16.3	5.02
Availability of useful advice to assist you with problems you encounter in teaching (n=416)	2.4	9.5	12.3	11.1	28.4	25.5	10.8	4.73
Extent to which staff are granted leave for further studies (n=396)	7.8	7.1	5.3	34.8	13.6	22.0	9.3	4.42

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

System Practices

Presented are the results of analysis of the questionnaire responses in relation to Research Question 7: To what extent are teachers satisfied with selected system practices such as distribution of resources to schools, opportunity for promotion, methods used to select school administrators, practices used to transfer teachers, and opportunities for involvement with decision-making in the county?

Table 5.7 summarizes the results of teachers' responses concerning their satisfaction with these selected system practices.

For the distribution of resources to schools, 63.9% of respondents were satisfied and 17.8% were dissatisfied. Representative of dissatisfaction with resource distribution were the following comments:

> *Provide newer materials to all teachers.*
>
> *Find a fairer system of resource sharing.*

One suggested

> *Establish a central 'bank' of resources, as rural schools cannot supply the resources that wealthier urban schools can.*

For opportunity for promotion, 41.8% of respondents were satisfied, 17.4% were dissatisfied, and 40.8% were neutral. Those who were dissatisfied tended to feel that there was

> *No room for advancement.*

For methods used to select school administrators, 34.6% of respondents were satisfied, 25.4% were dissatisfied, and 40.0% were neutral. Concern with selection of school administrators was expressed by the following comments:

> *Pick your principals and vice-principals with extreme sensitivity to the fact that they are responsible for a good deal of the climate within a school. They have to shuffle paper but much more importantly*

Table 5.7

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected System Practices

System Practices	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The distribution of resources to schools (n=410)	4.4	4.1	9.3	18.3	21.7	31.7	10.5	4.85
Your opportunity for promotion (n=380)	2.9	5.8	8.7	40.8	8.2	23.9	9.7	4.56
Methods used in the selection of school administrators (n=390)	6.2	7.7	11.5	40.0	12.1	17.4	5.1	4.16
Practices used to transfer teachers (n=399)	6.0	8.3	12.3	38.3	14.0	15.5	5.5	4.14
Your involvement with decision-making in your county (n=408)	10.3	11.3	13.2	29.2	17.4	15.2	3.4	3.91

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *they must motivate their staff and students. These administrators are the people we see every day. They are ones who we go to (or don't go to!) with concerns and ideas. They must have top notch communication skills.*
>
> *I strongly feel that we should have some say in evaluating and choosing school administrators. After all, we are professionals too, and we are the ones who have to work with them for the good of our students, our school, our community, and our own mental health.*

For practices used to transfer teachers, 35.0% of respondents were satisfied, 26.6% were dissatisfied, and 38.3% were neutral. Practices were seen as reflecting administrative attitudes.

> *Treat teachers as part of a team and not as employees who can be transferred or fired at any time. Treat teachers as an important link in the educational chain.*

Only 36.0% of respondents were satisfied with their involvement with decision-making in their county, 34.8% were dissatisfied, and 29.2% were neutral. The following comments were typical of many:

> *Ask for more input from teachers when making decisions that directly affect us.*
>
> *We should have more say in decisions regarding language series, etc.*
>
> *There should be more teacher input in decisions about work week, classroom enrollment, and discipline policies.*
>
> *We need a collaborative effort to work on creating a better education system for our youth despite the cutbacks. The key would be the open discussions among teachers and county members with each side listening.*

The nature of the decision was a factor as shown by the following comment:

> *Although it is essential for teachers to be involved in decision-making much precious time is being spent on issues and decisions which could be handled by county staff and administrators.*

Practices of Central Office Personnel

Presented are the results of analysis of the questionnaire responses in relation to Research Question 8: To what extent are teachers satisfied with central office personnel in regards to the extent to which teachers are kept informed about matters related to their jobs, the amount of support given to individual teachers, and the educational leadership of the superintendent?

Table 5.8 summarizes the results of teachers' responses concerning their satisfaction with these selected practices of central office personnel.

For the extent to which the system kept them informed about matters related to their jobs, 63.6% of respondents were satisfied and 23.3% were dissatisfied. One respondent wrote

> *The lines of communication are now open--may they stay that way!*

The following terse comment was typical of those who were dissatisfied:

> *More communication needed from central office!*

For the extent to which central office administrators were supportive of individual teachers, 59.7% of respondents were satisfied and 24.9% were dissatisfied. Although few teachers mentioned receiving support from central office one respondent did comment that

> *We have an excellent superintendent who is realistic and supportive.*

Others felt that

> *We need positive feedback from central office and board members that we are doing a good job--not just every five years when we are given a service pin!*

For the educational leadership of the superintendent, 54.7% of respondents were satisfied and 26.0% were dissatisfied. Educational leadership was mentioned by very few, but one respondent commented that

> *We have a super administrative team which will be missed greatly under new regionalization!*

Table 5.8

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Practices of Central Office

Practices of Central Office Personnel	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The extent to which the system keeps you informed about matters related to your job (n=417)	5.8	7.4	10.1	13.2	24.5	27.3	11.8	4.72
The extent to which you feel that central office administrators are supportive of individual teachers (n=414)	6.0	9.2	9.7	15.5	20.8	24.9	14.0	4.66
Educational leadership of the superintendent (n=415)	10.4	8.4	7.2	19.3	13.7	23.9	17.1	4.57
Fairness in treatment of all teachers (n=418)	6.5	9.1	13.6	14.1	19.4	27.5	9.8	4.52
Recognition of teacher achievement by the superintendent (n=414)	10.9	8.2	10.6	20.3	18.4	23.7	8.0	4.30
The extent to which the system works to reduce stress in its members (n=416)	22.1	16.8	16.8	10.3	15.6	14.2	4.1	3.39

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

More respondents commented that

We have no leadership from central office.

For the extent to which all teachers were treated fairly, 56.7% of respondents were satisfied and 29.2% were dissatisfied. Equity of treatment was rarely mentioned outside of the school context but on trust, a related concept, there was the following comment:

> *I absolutely do not trust any of these people [central office]! There are always two reasons for everything--the good sound reason and the reason that sounds good.*

For the superintendent's recognition of teacher achievement, 50.1% of respondents were satisfied and 29.7% were dissatisfied. Lack of recognition was a point mentioned by many respondents; few expressed satisfaction. Representative comments were as follows:

> *Teachers need to receive positive reinforcement for the job they are doing.*
>
> *Recognize teachers for honest and real reasons.*
>
> *Acknowledge the outstanding, hardworking teacher, not just the 'glitz' types.*

For the extent to which the system worked to reduce stress in its members, 33.9% were satisfied and 55.7% of respondents were dissatisfied. The following comments reveal the concern expressed by many regarding teacher stress:

> *Put more emphasis on teacher wellness by developing a school that has clear educational guidelines that parents and students are expected to meet and consequences for those that chose not to.*
>
> *Continue to improve the support network for teachers in stress. Provide seminars for stress reduction.*
>
> *Focus on wellness and improve and encourage access to wellness programs.*

Practices of School Boards

Presented are the results of analysis of the questionnaire responses in relation to Research Question 9: To what extent are teachers satisfied with practices of school boards such as the clarity of the district mission, the way in which teacher/board collective bargaining is conducted, the way in which consultation between board and teachers concerning working conditions is conducted during the year, teacher input into school board policies, and the extent to which board members understand the problems faced by teachers?

Table 5.9 summarizes the results of teachers' responses concerning their satisfaction with these selected practices of school boards.

With respect to the clarity of the district mission, 50.4% of respondents were satisfied and 20.4% were dissatisfied. It was suggested by one respondent that districts

> *Have a clear, reasonable direction/goal for education that both parents and teachers can believe in.*

For the way in which teacher/board collective bargaining is conducted, 49.4% of respondents were satisfied and 33.1% were dissatisfied. One respondent commented that

> *Right now our jurisdiction is having negotiation battles. I find this very worrisome and stressful and wish there was some way to alleviate this painful process.*

Another suggested that school boards

> *Have a more collaborative system for wage negotiations.*

For the way in which consultation between board and teachers concerning working conditions was conducted during the year, 36.7% of respondents were satisfied and 43.6% were dissatisfied. Many echoed the following comment:

Table 5.9

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected School Board Practices

Practices of School Boards	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Clarity of district mission of county board of education (n=401)	6.2	5.7	8.5	29.2	20.0	21.7	8.7	4.50
The way in which teacher/board collective bargaining is conducted (n=417)	14.6	8.4	10.1	17.5	17.3	23.7	8.4	4.19
The way in which consultation between board and teachers concerning working conditions is conducted during the year (n=413)	17.4	14.3	11.9	19.6	16.2	17.4	3.1	3.67
Teacher input into school board policies (n=410)	18.8	13.4	13.9	22.9	17.3	12.4	1.2	3.48
The extent to which board members understand the problems faced by teachers (n=416)	27.6	18.8	14.4	11.8	15.6	10.1	1.7	3.06

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *I totally disagree with the county system. Having people sitting on the school board because they were elected as a county councilor and want their roads paved is ridiculous. People on the school board should be there because that is the precise job they want to do. In my estimation changing the system would go a long way to helping teachers and working conditions.*

One of the few positive comments was as follows:

> *I feel our county board works hard at making our job better. We have a good relationship with them and with the future cuts we're thankful to have them and all the support they've given.*

For teacher input into school board policies, 30.9% of respondents were satisfied and 46.1% were dissatisfied. A typical suggestion was

> *Restructure the school board so that teachers have input into decisions affecting us.*

For the extent to which board members understood the problems faced by teachers, 27.4% of respondents were satisfied and 60.8% were dissatisfied. Comments, representative of many, were as follows:

> *Our county needs to work with us instead of against us. We get the feeling they think we don't do much work, are overpaid, and generally second class citizens.*

> *Board attitude toward teachers, in both public and private, is confrontational, derogatory, and demeaning.*

ATA Practices

Presented are the results of analysis of the questionnaire responses in relation to Research Question 10: To what extent are teachers satisfied with their local branch of the Alberta Teachers' Association in regards to educational activities provided by the local professional development committee, the way in which the local ATA represents bargaining concerns, the support given to teachers, the availability of provincial ATA resource people, and the public relations carried out by the local branch?

Table 5.10 summarizes the results of teachers' responses concerning their satisfaction with these selected practices of the local branch of the Alberta Teachers' Association.

For the educational activities provided by the local professional development committee, 80.7% of respondents were satisfied and 8.9% were dissatisfied.

For the way in which the local ATA represented their bargaining concerns, 72.2% of respondents were satisfied and 12.8% were dissatisfied.

For the support given to teachers, 69.8% of respondents were satisfied and 10.5% were dissatisfied.

For the availability of provincial ATA resource people, 62.0% of respondents were satisfied and 10.3% were dissatisfied.

For the public relations carried out by the local branch of the ATA, 55.1% of respondents were satisfied and 21.6% were dissatisfied.

There was only one comment on ATA practices:

> *The ATA seems to be a very good professional association. Unfortunately it is not a very good syndical association. Therefore we have province-wide discrepancies in salary, benefits, and working conditions. Many members are in management and in obvious conflict of interest as they originate the workload at the local level. I would love to see a province-wide teachers' contract limited to teachers.*

Table 5.10

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected ATA Practices

ATA Practices	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The educational activities provided by the local professional development committee (n=417)	1.0	4.1	3.8	10.3	26.1	40.5	14.1	5.34
The way in which the local ATA represents your bargaining concerns (n=415)	1.7	5.3	5.8	14.9	19.5	34.9	17.8	5.21
The support given to teachers by the local branch of the ATA (n=420)	1.7	2.6	6.2	19.8	21.7	33.6	14.5	5.16
The availability of provincial ATA resource people (n=416)	1.9	2.6	5.8	27.6	26.0	26.9	9.1	4.90
The public relations carried out by the local branch of the ATA (n=417)	4.1	4.8	12.7	23.3	24.9	22.8	7.4	4.58

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Expectations and System Response

Presented are the results of analysis of the questionnaire responses in relation to Research Question 11: To what extent do teachers perceive their expectations of the system are being met?

Table 5.11 summarizes the result of teachers' responses concerning their satisfaction with the match between the system response and their expectations.

For the match between teachers' expectations and system response, 32.1% of respondents were satisfied and 44.3% were dissatisfied. Many felt that

> *With all the cut-backs and higher expectations, teaching is becoming a cut-throat game.*
>
> *There is unreal expectations of the system, the profession, and the public--that one person can not do 'all' that is requested and required.*

Community-School Interactions

Presented are the results of analysis of the questionnaire responses in relation to Research Question 12: To what extent are teachers satisfied with their relationship with the local community in regards to amount of involvement of parents in school activities, community expectations of teachers, and community support of teachers?

Table 5.12 summarizes the results of teachers' responses concerning their satisfaction with these selected community-school interactions.

For the amount of involvement of parents in school activities, 58.8% of respondents were satisfied and 29.4% were dissatisfied. In common with a number of comments regarding parental involvement, one respondent wrote that

Table 5.11

Percentage Frequency Distribution and Overall Means of Responses of Satisfaction of Teachers With the Match Between Teacher Expectations and System Response

Teacher Expectations and System Response	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The match between your expectations of the system and the system's response (n=411)	9.5	16.3	18.5	23.6	15.3	14.1	2.7	3.72

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 5.12

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Community-School Relationships

Community-School Interactions	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
The amount of involvement of parents in school activities (n=419)	3.6	11.2	14.6	11.9	28.2	22.7	7.9	4.49
Community expectations of teachers (n=416)	5.0	14.7	22.1	18.5	22.4	14.9	2.4	3.92
Community support of teachers (n=420)	8.1	15.7	20.7	14.8	22.1	16.4	2.1	3.85

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *Working in a rural community can be an asset in this regard.*

Others thought that

> *There is too much community and parent involvement.*
>
> *Parents are getting too much say and control over issues they do not have the knowledge to judge or make decisions on.*

For community expectations of teachers, 39.7% of respondents were satisfied and 41.8% were dissatisfied. Many felt that there were

> *Too many demands by parents that are unrealistic.*

For community support of teachers, 40.6% of respondents were satisfied and 44.5% were dissatisfied. Many comments showed dissatisfaction with parental and community support.

> *Many parents refuse to support school efforts.*
>
> *Lack of support from parents and community.*
>
> *Little or no recognition from the community.*
>
> *Community indifference to the teaching profession.*

Even the positive views were often qualified.

> *Although I enjoy good support from the parents that I work with directly, I get discouraged with the general lack of public support for teachers.*

Community Attributes

Presented are the results of analysis of the questionnaire responses in relation to Research Question 13: To what extent are teachers satisfied with aspects of their community such as recreational facilities, opportunity for social relationships, and cultural activities?

Table 5.13 summarizes the results of teachers' responses, for those residing in the county, with these selected attributes of their community.

Table 5.13

Percentage Frequency Distributions and Overall Means of Responses to Selected Attributes of the Community by Those Teachers Residing in the County

Community Attributes	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Availability of facilities in your community for recreation (n=336)	3.0	6.0	7.7	6.8	18.8	39.6	18.2	5.23
Opportunity for social relationships in the community (n=333)	2.4	3.0	8.4	22.5	17.1	31.8	14.7	5.03
Availability of cultural activities in your community (n=335)	4.8	7.5	12.5	12.5	21.8	29.9	11.0	4.72

Note:: A total of 340 (80.9%) of the respondents resided in the county in which they taught.

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

With recreational facilities, 76.6% of respondents were satisfied and 16.7% were dissatisfied.

For the opportunities for social relationships in the community, 63.6% of respondents were satisfied and 13.8% were dissatisfied. Some felt that

> *There is little opportunity for socializing in the community.*

With the availability of cultural activities, 62.7% of respondents were satisfied and 24.8% were dissatisfied.

Societal Attitudes

Presented are the results of analysis of the questionnaire responses in relation to Research Question 14: To what extent are teachers satisfied with their relationships with the general public in regards to the attitude of parents towards education, status of teachers in society, and the attitude of society towards teachers?

Table 5.14 summarizes the results of teachers' satisfaction with the greater community's attitude towards these aspects of teachers and teaching.

With the attitude of parents towards education, 40.2% of respondents were satisfied and 54.4% were dissatisfied. Typical comments were as follows:

> *I find in a rural area parents place less importance on education.*
>
> *Red-necked parents with negative views.*
>
> *Parents who view the school as a baby-sitting service.*
>
> *Lack of parental concern over their children's poor attitude and behavior.*

With the status of teachers in society, 28.0% of respondents were satisfied and 64.6% were dissatisfied. Representative comments were as follows:

Table 5.14

Percentage Frequency Distributions and Overall Means of Responses of Satisfaction of Teachers With Selected Societal Attitudes Towards Teachers

Societal Attitudes	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Attitude of parents towards education (n=420)	7.9	18.6	27.9	5.5	21.7	16.4	2.1	3.72
Status of teachers in society (n=419)	21.7	22.4	20.5	7.4	16.0	10.3	1.7	3.11
Attitude of society towards teachers (n=421)	29.2	23.0	19.7	5.0	15.9	6.4	0.7	2.77

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *Lack of respect for educators.*
>
> *It is tiring doing battle with parents who think you are overpaid and underworked.*
>
> *Society as a whole does not value teachers or education.*

With the attitude which society has towards teachers, 23.0% of respondents were satisfied and 71.9% were dissatisfied. Respondents explained their dissatisfaction as follows:

> *Society has a negative view of teachers.*
>
> *I'm tired of always having to defend our profession and its importance to society.*
>
> *The negative attitude of uninformed Albertans to the teaching profession.*
>
> *The constant negative barrage against education in the media.*
>
> *The negative attitude of the provincial government.*
>
> *I'm generally tired of 'teacher-bashing.'*

Overall Level of Satisfaction

Presented are the results of analysis of the questionnaire responses in relation to Research Question 15: To what extent are teachers satisfied with their work as a teacher?

Table 5.15 summarizes the results of teachers' responses concerning overall satisfaction with their job.

With the overall level of satisfaction with their work as a teacher, 91.5% of respondents were satisfied and 5.7% were dissatisfied. The most common response was "moderately satisfied," with 58.1% choosing this level. The mean response was 5.84 on the 7-point scale, just below "moderately satisfied." Teachers provided these relevant comments:

Table 5.15

Percentage Frequency Distribution and Overall Mean of Responses of Respondents' Overall Level of Satisfaction With Teaching

Overall Level of Satisfaction	HD 1 %	MD 2 %	SD 3 %	N 4 %	SS 5 %	MS 6 %	HS 7 %	Mean
Your overall level of satisfaction with your work as a teacher (n=418)	0.5	3.1	2.2	2.2	12.0	58.1	22.0	5.84

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *I enjoy my job tremendously and would not want to trade it for another.*
>
> *I love being in the classroom with my students. They make the job worthwhile. We need to cut the red tape and political garbage and remember why, as a group, we're here. We need less parental, political and governmental pressure and more time to spend on what's important--the children!*
>
> *Teaching is what you make it. I enjoy it overall.*
>
> *I have enjoyed my teaching years and intend to help in the education system in any way I can after retirement.*
>
> *I'm glad I chose the profession I did. I enjoy the work, the students, and my fellow teachers.*
>
> *Teaching can be a very satisfying occupation if there is a sense of control, success, and appreciation.*

Ranked Mean Responses of Satisfaction With All Facets

Table 5.16 summarizes the mean responses of teachers' satisfaction for all 56 facets. The mean was calculated by dividing the total of all responses by the total number of respondents. The number of respondents, the mean, standard deviation of the mean, and rank order are included in Table 5.16.

The five facets which had a mean greater than 6.0, indicating the most satisfaction, were respondents' relationships with other teachers (6.30); the extent to which the principal makes information from central office available (6.09); the relationship with the principal (6.06); a sense of achievement in teaching (6.02); and the extent to which the principal has trust and confidence in the teachers (6.02). The principal-teacher relationship was well stated by a respondent when she wrote:

> *A principal who is supportive and who respects the knowledge and intelligence of his staff is the most important factor in teachers' well-being and hence, job satisfaction.*

Table 5.16

Ranked Order of Mean Satisfaction With Each Facet

Facets	N	Mean	S.D.	Rank
Your relationships with other teachers	418	6.30	0.90	1
The extent to which the principal makes information from central office available	419	6.09	1.25	2
Your relationship with the principal	417	6.06	1.30	3
Your sense of achievement in teaching	417	6.02	1.07	4.5
The extent to which the principal has trust and confidence in the teachers	415	6.02	1.36	4.5
Clarity of school goals	417	5.73	1.29	6
Clarity of principal's expectations	416	5.70	1.47	7.5
The prospect of classroom teaching as your life-time career	409	5.70	1.60	7.5
Educational leadership of principal	414	5.69	1.59	9
The amount of personal support given to teachers by the principal	417	5.68	1.63	10
Opportunities for social relationships with staff	418	5.64	1.27	11
Intellectual stimulation in your work	415	5.62	1.29	12
Your involvement with decision-making in your school	418	5.55	1.41	13
The amount of time expected to be spent on extra-curricular activities	397	5.43	1.37	14
The educational activities provided by the local professional development committee	417	5.34	1.27	15
Recognition by other teachers in the school of your work	415	5.24	1.41	16
General behavior of students in school	418	5.23	1.55	17

Table 5.16 (continued)

Facets	N	Mean	S.D.	Rank
The way in which the local ATA represents your bargaining concerns	415	5.21	1.46	18
Methods used to evaluate teachers	416	5.18	1.47	19
The support given to teachers by the local branch of the ATA	420	5.16	1.35	20
Availability of facilities in your community for recreation	413	5.14	1.56	21
Opportunities for useful in-service education	416	5.02	1.62	22
Opportunity for social relationships in the community	409	4.92	1.46	23
The availability of provincial ATA resource people	416	4.90	1.29	24
The distribution of resources to schools	410	4.85	1.53	25
The amount of time spent in meetings	418	4.81	1.59	26.5
Policy of integration of special needs students into the regular classroom	410	4.81	1.74	26.5
Availability of useful advice to assist you with problems you encounter in teaching	416	4.73	1.57	28
The extent to which the system keeps you informed about matters related to your job	417	4.72	1.67	29
The extent to which you feel that central office administrators are supportive of individual teachers	414	4.66	1.74	30
Availability of cultural activities in your community	412	4.66	1.62	31
Support services available for integrated special needs students	407	4.65	1.79	32
The public relations carried out by the local branch of the ATA	417	4.58	1.47	33

Table 5.16 (continued)

Facets	N	Mean	S.D.	Rank
Educational leadership of the superintendent	415	4.57	1.91	34
Your opportunity for promotion	380	4.56	1.47	35
Fairness in treatment of all teachers	418	4.52	1.72	36
Your job security	410	4.51	1.95	37
Clarity of district mission of county board of education	401	4.50	1.57	38
The amount of involvement of parents in school activities	419	4.49	1.60	39
Attitudes of students toward learning	419	4.46	1.68	40
Extent to which staff are granted leave for further studies	396	4.42	1.65	41
Recognition of teacher achievement by the superintendent	414	4.30	1.78	42
The way in which teacher/board collective bargaining is conducted	417	4.19	1.89	43
Methods used in the selection of school administrators	390	4.16	1.49	44
Practices used to transfer teachers	399	4.14	1.49	45
Community expectations of teachers	416	3.92	1.51	46
Your involvement with decision-making in your county	408	3.91	1.61	47
Community support of teachers	420	3.85	1.61	48
Attitude of parents towards education	420	3.72	1.65	49.5
The match between your expectations of the system and the system's response	411	3.72	1.60	49.5
The way in which consultation between board and teachers concerning working conditions is conducted during the year	413	3.67	1.81	51

Table 5.16 (continued)

Facets	N	Mean	S.D.	Rank
Teacher input into school board policies	410	3.48	1.70	52
The extent to which the system works to reduce stress in its members	416	3.39	1.88	53
Status of teachers in society	419	3.11	1.73	54
The extent to which board members understand the problems faced by teachers	416	3.06	1.79	55
Attitude of society towards teachers	421	2.77	1.65	56
Your overall level of satisfaction with your work as a teacher	418	5.84	1.10	--

The single mean that was less than 3.0, indicating respondents' greatest dissatisfaction, was attitude of society towards teachers (2.77). As one respondent pointed out:

> *There are elements in society that view education as a scapegoat for all of society and its problems. They seem to have their own very narrow view and have little desire to accept any other point of view.*

The other facets which had means of less than 4.0 ("neutral") were, in order of decreasing dissatisfaction, the extent to which board members understand the problems faced by teachers (3.06); status of teachers in society (3.11); the extent to which the system works to reduce stress in its members (3.39); teacher input into school board policies (3.48); the way in which consultation between board and teachers concerning working conditions is conducted during the school year (3.67); the match between teacher expectations of the system and the system's response (3.72); attitude of parents towards education (3.72); community support of teachers (3.85); involvement with decision-making in the county (3.91); and community expectations of teachers (3.92).

As summarized by one respondent, teaching is a

> *Great job with great job satisfaction given proper parental and societal support. However, all inclinations point to a reduction in support, rather than an increase.*

Written Responses

A total of 3,210 written comments were provided by respondents.

Presented are results of the analysis of the questionnaire responses in relation to Research Question 16: What other school system characteristics do individual teachers identify as sources of satisfaction?

Table 5.17 summarizes the responses to those factors which contributed to respondents' overall satisfaction with their work as a teacher.

Student personal and social growth, student academic progress, and student-teacher interactions were the largest contributors to teacher satisfaction (38.9%). Other contributors were the intellectual, emotional, and social support of peers (18.9%); job-related aspects such as classroom autonomy, grade level, curriculum development, financial remuneration, and holidays (17.0%); the room for personal growth in the areas of creativity and self-knowledge, the challenge and variety, and the opportunity for life-long learning (9.0%); parental recognition and support (8.2%); and support, recognition, and educational leadership of the principal (8.1%).

Presented also are the results of analysis of the questionnaire responses in relation to Research Question 17: What other school system characteristics do individual teachers identify as sources of dissatisfaction?

Table 5.18 summarizes the responses to those factors which contributed to respondents' dissatisfaction with their work as a teacher. The highest percentage of dissatisfied comments (36.4%) were with these job-related items: supervision, class size, paper work and meetings, lack of preparation time, marking load, lack of resources, curriculum demands, job insecurity, integration of special needs students, and role diffusion. Other contributors were the lack of recognition and support from parents, community, and society (24.7%); students' poor attitude and lack of self-discipline (13.9%); lack of support and recognition from principal, central office administrators, and school board, organizational politics, and lack of teacher input into decision-making (13.9%); poor staff morale (5.4%); and the lack of support for education from the provincial government and media, and the stress induced by unrealistic expectations and uncertainty (6.1%).

Table 5.17

Frequency and Percentage Frequency Distributions of Written Responses Which Contributed to Overall Satisfaction (n=421)

Factors which contribute to overall satisfaction in work as a teacher	f	%f
Students	453	38.9
Staff	220	18.9
Aspects of the job	198	17.0
Opportunities for personal growth	105	9.0
Parents/community	95	8.2
School administration	94	8.1

Note: Respondents were invited to identify up to three satisfiers.

Table 5.18

Frequency and Percentage Frequency Distributions of Written Responses Which Contributed to Overall Dissatisfaction (n=421)

Factors which contribute most to overall dissatisfaction in work as a teacher	f	%f
Aspects of the job	400	36.4
Parents/community/society	271	24.7
Students	153	13.9
System administration	149	13.6
General	67	6.1
Staff	59	5.4

Note: Respondents were invited to identify up to three dissatisfiers.

Presented are the results of analysis of the questionnaire responses in relation to Research Question 18: What facets can be improved to increase the overall satisfaction of teachers?

Table 5.19 summarizes respondents' suggestions for improving working conditions. The majority of comments on system administration were directed towards school boards' lack of credentials and interest in educational issues. In the area of resources, respondents recommended more teacher education, either through inservice or university courses; more time for communication among same-grade teachers; more support personnel and resources in the school; and support for stress-reduction programs. The majority of job-related suggestions pertained to more preparation time and no lunch-hour supervision. Nearly all of the classroom suggestions had to do with reducing class sizes. Recognition suggestions were aimed at improving the status of teachers in the public eye. General comments were diverse.

Suggestions for a uniform, enforced discipline policy were the main thrust of the comments on student discipline.

Table 5.20 summarizes additional responses to comments on job satisfaction. Many respondents commented that they loved teaching but expressed concern with student discipline, organizational politics, lack of public support, low teacher morale, and poor support and lack of recognition of classroom teachers by school boards and administration.

Table 5.19

Frequency and Percentage Frequency Distributions of Responses of Suggestions for Improving Working Conditions (n=421)

What do you feel that county systems can do to improve working conditions for teachers?	f	%f
System administration	196	28.6
Resources	162	23.6
Job-related concerns	140	20.4
Classroom concerns	77	11.2
Recognition	57	8.3
General	28	4.1
Students/parents/discipline	26	3.8

Table 5.20

Frequency and Percentage Frequency Distributions of Responses to Open Comments on the Teaching Profession (n=421)

Do you have any comments on any other aspects of the teaching profession?	f	%f
Aspects of the job	99	38.1
General	55	21.2
Administration	35	13.5
Parents/Community	20	7.7
Recognition	20	7.7
Students/discipline	20	7.6
Colleagues	11	4.2

Summary

The percentages of respondents satisfied with facets of the principal-teacher relationship were as follows: (a) the extent to which the principal made information from central office available (89.7%); (b) the extent to which the principal had trust and confidence in the teachers (89.2%); (c) relationship with the principal (87.4%); (d) the clarity of the principal's expectations (83.7%); (e) the personal support given to them by the principal (81.5%); and (f) the principal's educational leadership (80.9%).

The percentages of respondents satisfied with facets of staff relationships were as follows: (a) relationships with other teachers (95.4%); (b) opportunities for social relationships (82.1%); and (c) recognition by other teachers of their work (71.5%).

The percentages of respondents satisfied with selected school system characteristics were as follows: (a) clarity of school goals (85.4%); (b) involvement with school decision-making (80.9%); (c) methods used to evaluate teachers (73.1%); (d) the amount of time expected to be spent on extra-curricular activities (72.0%); and (e) the amount of time spent in meetings (60.8%).

The percentages of respondents satisfied with student-related facets were as follows: (a) general behavior of students in school (77.8%); (b) policy of integration of special needs students into the classroom (63.1%); (c) student attitude towards learning (61.3%); and (d) support services available for integrated special needs students (60.4%).

The percentages of respondents satisfied with selected facets of teaching were as follows: (a) sense of achievement in teaching (93.1%); (b) the prospect of teaching as a life-time career (80.4%); (c) the intellectual stimulation in their work (82.2%); and (d) job security (57.3%).

The percentages of respondents satisfied with selected facets of professional development were as follows: (a) opportunities for useful in-service education (73.7%); (b) the availability of useful advice to assist them problems encountered in teaching (64.7%); and (c) the extent to which staff are granted leave for further study (44.9%).

The percentages of respondents satisfied with selected system practices were as follows: (a) distribution of resources to schools (63.9%); (b) opportunity for promotion (41.8%); (c) involvement with decision-making in the county (36.0%); (d) practices used to transfer teachers (35.0%); and (e) methods used to select administrators (34.6%).

The percentages of respondents satisfied with selected practices of central office were as follows: (a) the extent to which teachers were informed about matters related to their job (63.6%); (b) the extent to which central office administrators were supportive of individual teachers (59.7%); (c) the extent to which teachers were treated fairly (56.7%); (d) the extent to which the system worked to reduce stress in its members (55.7%); (e) educational leadership of the superintendent (54.7%); and (f) the extent to which the superintendent recognized teacher achievement (50.1%).

The percentages of respondents satisfied with selected school board practices were as follows: (a) clarity of district mission (50.4%); (b) the way in which teacher/board collective bargaining is conducted (49.4%); (c) the way in which the consultation between board and teachers concerning working conditions is conducted during the year (36.7%); (d) teacher input into school board policies (30.9%); and (e) the extent to which board members understand the problems faced by teachers (27.4%).

The percentages of respondents satisfied with selected practices of the local branch of the Alberta Teachers' Association were as follows: (a) the educational activities provided by the local professional development committee (80.7%); (b) the way in which the local ATA represents bargaining concerns (72.2%); (c) the support given to teachers by the local ATA (69.8%); and (d) the availability of provincial ATA resource people (62.0%); and (e) the public relations carried out by the local branch of the ATA (55.1%).

The percentage of respondents satisfied with the match between their expectations and the system response was 32.1%.

The percentages of respondents satisfied with selected community-school interactions were as follows: (a) the amount of involvement of parents in school activities (58.8%); (b) community support of teachers (40.6%); and (c) community expectations of teachers (39.7%).

The percentages of respondents satisfied with selected community attributes were as follows: (a) availability of recreational facilities (76.6%); (b) opportunities for social relationships (63.6%); and (c) availability of cultural activities (62.7%).

The percentages of respondents satisfied with societal attitudes towards teachers and teaching were as follows: (a) attitude of parents toward education (40.2%); (b) status of teachers in society (28.0%); and (c) attitude of society towards teachers (23.0%).

With the overall level of satisfaction with the work of a teacher, 91.5% of respondents were satisfied.

The facet with the highest level of satisfaction was relationships with other teachers (6.30). The facet with the lowest level of satisfaction was society's attitude towards teachers (2.77).

Written responses identified student achievement and growth as the major satisfier for teachers. Relationships with the principal, peers, and students, a sense of achievement, intellectual stimulation, and the role of the teacher were also sources of satisfaction.

Job-related items such as lunch-hour supervision, class size, paper work, meetings, lack of preparation time, marking load, lack of resources, curriculum demands, job insecurity, integration of special needs students, student discipline, and role diffusion were seen as contributing to teacher dissatisfaction. Other areas of concern were board-teacher relationships, public perception of teachers, societal attitudes and expectations, lack of recognition, and the current government's educational policies.

Teachers' satisfaction seems to have been largely determined by the quality of their relationships. Student, peer, and school administrative relationships contributed substantially to overall satisfaction, whereas relationships with parents, school boards, community, and the greater society were associated more with dissatisfaction.

CHAPTER 6

PERSONAL VARIABLES AND TEACHER SATISFACTION

This chapter presents the results of analysis of the questionnaire responses in relation to Research Question 19: To what extent is satisfaction of teachers with particular facets associated with personal variables such as sex, age, marital status, number of dependents, location and duration of present residence, and childhood residency?

In order to identify relationships between groups, responses for each facet are reported only where an arbitrarily chosen substantial difference of at least 0.5 occurred between the means of two groups.

Sex of Teachers

To what extent is teacher satisfaction associated with the sex of the teacher? Table 6.1 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to sex. Table 6.2 shows the mean scores for the those facets for which a substantial difference (≥0.5) occurred between at least two means.

Teaching

The mean for females was substantially higher than was the mean for males for "your sense of achievement in teaching" (difference = 0.59) and for "the prospect of classroom teaching as your life-time career" (difference = 0.58).

The lack of positive reinforcement was detrimental to some males' sense of achievement for, as one male respondent wrote,

> *Teachers need to receive positive reinforcement for the job they are doing. Students frequently receive praise for their efforts, while teachers' efforts are often unrewarded or not recognized.*

Table 6.2

Mean Satisfaction Scores for Teachers Grouped by Sex for Facets Where a Substantial Difference (≥ 0.5) Occurred Between Two Means

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
Teaching				
Your sense of achievement in teaching	6.14	0.96	5.55	1.32
The prospect of classroom teaching as your life-time career	5.82	1.53	5.24	1.79
Professional Development				
Extent to which staff are granted leave for further studies	4.55	1.54	3.92	1.92

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Female teachers tended to respond in a more positive manner, but even some of their statements expressed a general lack of recognition for their achievements, as was indicated by a female respondent:

> *I love my job as a teacher. I am extremely happy helping students learn. I am proud of what I have accomplished so far and I hope to continue, but there never seems to be that security. I wish society could change in their attitudes--maybe education could be put first for a change.*

One male teacher felt that the current political climate was a decisive factor influencing perceptions of teaching as a life-time career:

> *The current 'reign of terror' the provincial government has embarked upon has made the field of education a more uncertain and unstable career for tenured and non-tenured teachers and those planning a career as teachers.*

On the other hand, one female teacher wrote that

> *In spite of the cutbacks, the societal problems, and the political pressures I still love to teach. I would have no other career.*

Professional Development

The mean for female teachers was substantially higher than was the mean for male teachers for the "extent to which staff are granted leave for further studies" (difference = 0.63).

One male respondent commented that counties need to

> *provide time for graduate training, with a guarantee of job security upon return.*

Age of Teachers

To what extent is teacher satisfaction associated with age of the teacher? Table 6.3 (Appendix C) summarizes the mean results when respondents were grouped according to age. The four age groups were as follows: (a) group 1: under 30 years; (b) group 2: 30-39 years; (c) group 3: 40-49 years; and (d) group 4: 50 years or older.

Table 6.4 summarizes those facets for which a substantial difference, i.e., ≥0.5, occurred between two means.

Teacher-Principal Relationships

The mean for teachers 50 years or older was substantially higher than was the mean for teachers under 30 years of age for these facets: "the extent to which the principal has trust and confidence in the teachers" (difference = 0.52) and "the amount of personal support given to teachers by the principal" (difference = 0.63).

One respondent, under 25 years of age, commented that she had

> *no administrative support*

whereas a respondent in the 50-54 age group wrote that

> *I have the support of the school administration.*

Staff Relationships

The means for teachers 50 years or older were substantially higher than were the means for teachers under 30 for these facets: "opportunities for social relationships with staff" (difference = 0.60) and "recognition by other teachers of their work" (difference = 0.71).

A respondent under 30 years of age felt that

> *There is little support from fellow staff members in decision-making, new ideas, etc. There is a lot of competition.*

Comments from respondents over 50 years of age were:

> *I have cooperative, helpful, and supportive colleagues.*

> *I enjoy the excellent collegial rapport.*

Table 6.4

Mean Satisfaction Scores for Teachers Grouped by Age Where a Substantial Difference (≥0.5) Occurred Between at Least Two Means

	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
Facet	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal has trust and confidence in the teachers	5.87	1.40	5.90	1.46	6.03	1.42	6.39	0.75
The amount of personal support given to teachers by the principal	5.41	1.84	5.61	1.76	5.71	1.52	6.04	1.28
Staff Relationships								
Opportunities for social relationships with staff	5.33	1.46	5.59	1.35	5.72	1.16	5.93	1.06
Recognition by other teachers in the school of your work	4.90	1.56	5.12	1.48	5.35	1.30	5.61	1.26
School Characteristics								
The amount of time expected to be spent on extra-curricular activities	5.13	1.26	5.62	1.28	5.33	1.53	5.71	1.15
The amount of time spent in meetings	4.66	1.44	4.73	1.61	4.78	1.66	5.25	1.45
Student-Related Facets								
Attitudes of students toward learning	4.69	1.52	4.60	1.72	4.40	1.68	4.09	1.74
Teaching								
The prospect of classroom teaching as your life-time career	5.30	1.75	5.58	1.70	5.86	1.42	6.13	1.53
Your job security	3.80	2.07	4.42	1.91	4.73	1.84	5.07	1.96

Table 6.4 (continued)

	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
Facet	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development								
Opportunities for useful in-service education	4.62	1.69	4.82	1.73	5.20	1.46	5.46	1.55
System Practices								
The distribution of resources to schools	4.55	1.58	4.88	1.57	4.87	1.50	5.12	1.40
Practices of School Boards								
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.84	1.59	3.38	1.86	3.70	1.88	3.98	1.79
ATA Practices								
The educational activities provided by the local professional development committee	5.09	1.14	5.25	1.25	5.38	1.37	5.78	1.11
The way in which the local ATA represents your bargaining concerns	4.86	1.27	5.15	1.45	5.23	1.58	5.72	1.27
The support given to teachers by the local branch of the ATA	4.92	1.31	5.15	1.19	5.10	1.51	5.62	1.18
The availability of provincial ATA resource people	4.65	1.16	4.68	1.28	4.96	1.34	5.49	1.17
The public relations carried out by the local branch of the ATA	4.42	1.37	4.52	1.50	4.50	1.52	5.08	1.36

Table 6.4 (continued)

Facet	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 and over	
	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
School-Community Interactions								
The amount of involvement of parents in school activities	4.25	1.54	4.48	1.59	4.52	1.59	4.81	1.66
Selected Community Attributes								
Availability of facilities in your community for recreation	4.70	1.65	4.93	1.64	5.34	1.45	5.60	1.41
Opportunity for social relationships in the community	4.29	1.55	4.86	1.49	5.09	1.32	5.41	1.36
Availability of cultural activities in your community	4.48	1.67	4.55	1.56	4.65	1.73	5.13	1.46
Societal Attitude								
Attitude of parents towards education	3.89	1.66	3.42	1.66	3.76	1.58	4.01	1.67
Status of teachers in society	3.22	1.78	2.73	1.69	3.17	1.62	3.55	1.85
Attitude of society towards teachers	2.79	1.62	2.45	1.60	2.85	1.64	3.19	1.73

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

School Characteristics

The means for teachers 50 years or older were substantially higher than were the means for teachers under 30 for these facets: "the amount of time spent in meetings" (difference = 0.58) and "the amount of time expected to be spent on extra-curricular activities" (difference = 0.59).

Respondents under 25 years of age wrote they were dissatisfied with

> *meetings and extra-curricular activities that take away from teaching time* and

> *the expectation that a small staff carry out a large number of extra-curricular projects.*

Student-Related Facets

The mean for teachers under 30 was substantially higher than was the mean for teachers 50 years or older for, "attitudes of students towards learning" (difference = 0.60).

A number of teachers over 50 expressed frustration with

> *students' attitudes and work habits* and

> *students' negative and uncaring attitudes*

whereas a typical comment by teachers under 30 years of age was

> *I enjoy the enthusiasm of my students.*

Teaching

The means for teachers 50 years or over were substantially higher than were the means for teachers under 30 for these facets: "the prospect of classroom teaching as your life-time career" (difference = 0.83) and "job security" (difference = 1.27).

A teacher under 30 wrote that

> *Actually, a lot of my job satisfaction comes from working with the kids. I find kids more disrespectful and uncooperative now than*

> *they've ever been and I'm not trained in behavioral management. I enjoyed teaching up until two years ago. I'll be taking maternity leave next year and don't know if I'll ever return to teaching.*

Additionally, a number of young teachers wrote that

> *I am worried about job security.*

Professional Development

Teachers 50 years or over had a substantially higher mean score than teachers under 30 for the facet, "opportunities for useful in-service" (difference = 0.84).

One respondent, under 30 years of age, suggested that

> *Teachers in smaller schools be allowed to go to larger schools for new ideas and to share theirs.*

System Practices

The mean for teachers 50 years and over was substantially higher than was the mean for teachers under 30 for, "the distribution of resources to schools" (difference = 0.57).

Respondents under 30 years of age suggested the system should

> *ensure equal access to resources in all schools* and

> *provide more updated resources as materials from the resource center are old and outdated.*

Practices of School Boards

The mean for teachers 50 years and over was substantially higher than was the mean for teachers 30-39 years of age for "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.60).

A respondent 30-39 years of age expressed dissatisfaction as follows:

> *I believe in education and prevention as opposed to ignorance and reaction. Board members should spend a week (or even a full day) in*

> *a classroom. They should have hands on experience before they make decisions which directly affect us in our classrooms. I have invited board members to spend time in my classroom but in five years they have walked through, poked their heads in the door, but they have never stayed more than 60 seconds. These are the people who decide what is effective in our district!?*

In contrast, a respondent in the 50 and over age group wrote

> *I've always been well treated by the county I work for.*

ATA Practices

The means for teachers 50 years and over were substantially higher than were the means for teachers under 30 for the following facets: "the educational activities provided by the local professional development committee" (difference = 0.69), "the way in which the local ATA represents bargaining concerns" (difference = 0.86), "the support given to teachers by the local branch of the ATA" (difference = 0.70), "the availability of provincial resource people" (difference = 0.84), and "the public relations carried out by the local branch of the ATA" (difference = 0.66).

School-Community Interactions

The mean for teachers 50 years and over was substantially higher than was the mean for teachers under 30 for "the amount of involvement of parents in school activities" (difference = 0.56).

One respondent, under 30 years of age, commented that

> *There needs to be more community awareness of school programs. There needs to be more community and parental involvement so that teachers have time to teach rather than being 'a teacher of all trades.'*

However, teachers over 50 years of age generally felt they had

> *Good parental support.*

Community Attributes

The means for teachers 50 years and over were substantially higher than were the means for teachers under 30 for the following facets: "opportunity for social relationships in the community" (difference = 1.12), "availability of facilities in the community for recreation" (difference = 0.90), and "availability of cultural activities in the community" (difference = 0.65).

Societal Attitudes

The means for teachers 50 years and over were substantially higher than were the means for teachers 30-39 years of age for the following facets: "attitude of parents towards education" (difference = 0.59), "status of teachers in society" (difference = 0.82), and "attitude of society towards teachers" (difference = 0.74).

A respondent 30-39 years of age felt that

> *The general attitude that seems to be directed to teachers is very negative and I am very tired of defending and justifying myself--especially when I am expected to teach kids that are being sent to school unable, or unprepared, to learn. That is too frustrating!*

Marital Status

To what extent is teacher satisfaction associated with the marital status of the teacher? Table 6.5 (Appendix C) summarizes the results for all facets when respondents were grouped according to their marital status: The four groups were as follows: (a) group 1: married; (b) group 2: divorced; (c) group 3: single; and (d) group 4: living with significant other.

Table 6.6 summarizes those facets which had means that differed substantially, i.e., ≥ 0.5, for at least one other mean.

Table 6.6

Mean Satisfaction Scores for Teachers Grouped by Marital Status Where a Substantial Difference (≥0.5) Occurred Between At Least Two Means

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single n=(59-64)		other n=(23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.06	1.25	6.42	0.81	6.18	1.15	5.88	1.69
The extent to which the principal has trust and confidence in the teachers	6.04	1.32	6.04	1.16	6.09	1.36	5.52	1.89
Clarity of principal's expectations	5.70	1.45	6.09	1.04	5.73	1.58	5.36	1.65
The amount of personal support given to teachers by the principal	5.68	1.64	5.76	1.54	5.79	1.59	5.24	1.78
Staff Relationships								
Your relationships with other teachers	6.31	0.87	6.52	0.60	6.31	0.81	6.00	1.47
School Characteristics								
The amount of time expected to be spent on extra-curricular activities	5.45	1.34	5.42	1.34	5.59	1.39	4.65	1.66
The amount of time spent in meetings	4.79	1.63	5.20	1.10	4.93	1.59	4.36	1.25
Teaching								
Your sense of achievement in teaching	6.01	1.06	6.42	0.67	5.98	1.14	5.80	1.15
The prospect of classroom teaching as your life-time career	5.79	1.49	5.80	1.73	5.28	1.97	5.60	1.68
Intellectual stimulation in your work	5.62	1.27	5.95	1.07	5.70	1.30	5.20	1.60
Your job security	4.61	1.94	4.35	1.81	3.96	2.01	4.76	1.92

Table 6.6 (continued)

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single n=(59-64)		other n=(23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development								
Availability of useful advice to assist you with problems you encounter in teaching	4.72	1.54	5.14	1.62	4.68	1.72	4.60	1.50
Extent to which staff are granted leave for further studies	4.48	1.68	3.78	1.58	4.36	1.51	4.33	1.52
System Practices								
Practices used to transfer teachers	4.17	1.52	3.57	1.46	4.25	1.30	3.95	1.62
Your involvement with decision-making in your county	3.86	1.63	3.90	1.60	4.30	1.54	3.66	1.46
Practices of Central Office Personnel								
The extent to which you feel that central office administrators are supportive of individual teachers	4.62	1.74	4.70	1.52	4.93	1.73	4.40	1.97
Fairness in treatment of all teachers	4.45	1.76	4.47	1.53	4.92	1.52	4.40	1.91
The extent to which the system works to reduce stress in its members	3.40	1.89	3.23	2.09	3.61	1.85	2.92	1.63
Practices of School Boards								
The way in which teacher/board collective bargaining is conducted	4.22	1.93	4.38	1.88	4.08	1.83	3.83	1.71
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.69	1.86	3.57	1.53	3.88	1.78	2.95	1.48
The extent to which board members understand the problems faced by teachers	3.07	1.82	3.45	2.01	3.12	1.68	2.48	1.44

Table 6.6 (continued)

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single n=(59-64)		other n=(23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	3.71	1.60	3.90	1.33	3.90	1.72	3.20	1.50
School-Community Interactions								
The amount of involvement of parents in school activities	4.48	1.63	4.80	1.28	4.54	1.55	4.16	1.70
Community expectations of teachers	3.86	1.53	3.66	1.31	4.38	1.35	3.88	1.66
Community support of teachers	3.83	1.62	3.52	1.60	4.15	1.53	3.60	1.68
Community Attributes								
Availability of facilities in your community for recreation	5.17	1.59	5.40	1.18	4.74	1.62	5.45	1.14
Opportunity for social relationships in the community	5.07	1.41	4.38	1.49	4.35	1.65	4.91	1.05
Societal Attitudes								
Status of teachers in society	3.10	1.70	3.57	1.80	3.09	1.82	2.88	1.76
Attitude of society towards teachers	2.76	1.65	2.95	1.62	2.90	1.69	2.44	1.58

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Teacher-Principal Relationships

The means for divorced teachers were substantially higher than were the means for teachers living with a significant other for the following facets: "the extent to which the principal makes information from central office available" (difference = 0.54) and "clarity of principal's expectations" (difference = 0.73).

The means for single teachers were substantially higher than were the means for teachers living with a significant other for the following facets: "the extent to which the principal has trust and confidence in the teachers" (difference = 0.57) and "the amount of personal support given to teachers by the principal" (difference = 0.55).

Staff Relationships

The mean for divorced teachers was substantially higher than was the mean for teachers living with a significant other for "relationship with other teachers" (difference = 0.52).

School Characteristics

The mean for single teachers was substantially higher than was the mean for teachers living with a significant other for "the amount of time expected to be spent on extra-curricular activities" (difference = 0.94).

The mean for divorced teachers was substantially higher than was the mean for teachers living with a significant other for "the amount of time spent in meetings" (difference = 0.84).

Teaching

The means for divorced teachers were substantially higher than were the means for teachers living with a significant other for "your sense of achievement in teaching" (difference = 0.62) and "intellectual stimulation in your work" (difference = 0.75).

Several divorced teachers wrote that

> *There is variety and the use of many skills in this job.*
>
> *We can't 'fix' kids; we can only hope to make a difference--be a positive influence in their lives. That's all I strive to be and I hope I'm achieving this.*

The mean for divorced teachers was substantially higher than was the mean for single teachers for "the prospect of classroom teaching as your lifetime career" (difference = 0.52).

The mean for teachers living with a significant other was substantially higher than was the mean for single teachers for "your job security" (difference = 0.80).

A single teacher commented that

> *It scares me to think of the future--I will probably not have a full-time job next year due to cutbacks.*

Professional Development

The mean for divorced teachers was substantially higher than was the mean for teachers living with a significant other for "availability for useful advice to assist you with problems you encounter in teaching" (difference = 0.54).

The mean for married teachers was substantially higher than was the mean for divorced teachers for "extent to which staff are granted leave for further studies" (difference = 0.70).

System Practices

The mean for single teachers was substantially higher than was the mean for divorced teachers for "practices used to transfer teachers" (difference = 0.68). The mean for single teachers was substantially higher than was the mean for teachers living with a significant other for "your involvement with decision-making in the county" (difference = 0.64).

Practices of Central Office Personnel

The means for single teachers were substantially higher than were the means for teachers living with a significant other for the following facets: "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.53), "fairness in treatment of all teachers" (difference = 0.52), and "the extent to which the system works to reduce stress in its members" (difference = 0.69).

A teacher living with a significant other revealed the lack of trust with the following comment:

> *Always have a colleague sit in and observe when talking to an administrator.*

Practices of School Boards

The means for divorced teachers were substantially higher than were the means for teachers living with a significant other with these facets: "extent to which board members understand the problems faced by teachers" (difference = 0.97) and for "the way in which teacher/board collective bargaining is conducted" (difference = 0.55).

A divorced teacher commented that

> *I feel our county works hard at making our job better. We have a good relationship with them and with the future cuts we're thankful to have them and all the support they've given.*

The mean for single teachers was substantially higher than was the mean for teachers living with a significant other for "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.93).

A teacher living with a significant other felt the system should be

> *electing people who are interested in education, not fighting against advances.*

Expectations and System Response

The mean for divorced teachers was substantially higher than was the mean for teachers living with a significant other for "the match between your expectations of the system and the system's response" (difference = 0.70).

School-Community Interactions

The means for single teachers were substantially higher than were the means for divorced teachers for these facets: "community expectations of teachers" (difference = 0.72) and "community support of teachers" (difference = 0.63).

The mean for divorced teachers was substantially higher than was the mean for teachers living with a significant other for "the amount of involvement of parents in school activities" (difference = 0.64).

A teacher living with a significant other felt dissatisfied with

> *parental expectations for teachers. They expect us to be nurses, social workers, and dietitians.*

Community Attributes

The mean for teachers living with a significant other was substantially higher than was the mean for single teachers for "availability of facilities in your community for recreation" (difference = 0.69).

The mean for married teachers was substantially higher than was the mean for single teachers for "opportunity for social relationships in the community" (difference = 0.72).

Societal Attitudes

The means for divorced teachers were substantially higher than were the means for teachers living with a significant other for these facets: "status of teachers in society" (difference = 0.69) and "attitude of society towards teachers" (difference = 0.51).

Divorced teachers wrote of the

recognition of my teaching ability by the community and

the respect I receive for what I do.

Teachers and Number of Dependents

To what extent is teacher satisfaction associated with the number of dependents a teacher has? Table 6.7 (Appendix C) summarizes the results when respondents were grouped according to their number of dependents. The groups were collapsed for ease of reporting into the following: (a) group 1: none; (b) group 2: one; (c) group 3: two or three; and (d) group 4: four or more.

Substantial differences, i.e., ≥ 0.5 between the means of at least two groups, are summarized in Table 6.8.

Teacher-Principal Relationships

The means for teachers with no dependents were substantially higher than were the means for teachers with four or more dependents for the following facets: "your relationship with the principal" (difference = 0.79), "the extent to which the principal has trust and confidence in the teachers" (difference = 0.90), "clarity of principal's expectations" (difference = 0.90), and for "the amount of personal support given to teachers by the principal" (difference = 0.72).

The mean for teachers with one dependent was substantially higher than was the mean for teachers with four or more dependents for "educational leadership of the principal" (difference = 0.72).

Table 6.8

Mean Satisfaction Scores for All Facets for Teachers Grouped by Number of Dependents Where a Substantial Difference (≥0.5) Occurred Between at Least Two Means

	Number of Dependents							
	none		one		two or three		four or more	
Facet	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
Your relationship with the principal	6.16	1.19	6.03	1.28	6.10	1.27	5.37	1.78
The extent to which the principal has trust and confidence in the teachers	6.25	1.10	5.99	1.43	5.96	1.39	5.35	1.80
Clarity of principal's expectations	5.79	1.47	5.78	1.39	5.73	1.45	4.89	1.61
Educational leadership of principal	5.69	1.61	5.79	1.51	5.75	1.58	5.07	1.74
The amount of personal support given to teachers by the principal	5.82	1.51	5.55	1.72	5.75	1.58	5.10	2.06
Staff Relationships								
Recognition by other teachers in the school of your work	5.26	1.42	5.25	1.47	5.32	1.28	4.64	1.74
School Characteristics								
Your involvement with decision-making in your school	5.71	1.22	5.48	1.47	5.54	1.43	5.10	1.77
Student-Related Facets								
Support services available for integrated special needs students	4.84	1.71	4.49	1.79	4.66	1.89	4.26	1.65
Attitudes of students toward learning	4.37	1.66	4.25	1.79	4.75	1.58	4.03	1.77
Teaching								
Your sense of achievement in teaching	6.13	0.85	5.89	1.17	6.11	1.03	5.50	1.54

Table 6.8 (continued)

Facet	Number of Dependents							
	none (n=115-136)		one (n=92-101)		two or three (n=145-153)		four or more (n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teaching (contd.)								
Your overall level of satisfaction with your work as a teacher	5.98	0.93	5.89	1.04	5.81	1.13	5.20	1.54
Intellectual stimulation in your work	5.62	1.32	5.75	1.11	5.63	1.30	5.10	1.58
Your job security	4.36	2.00	4.61	1.96	4.65	1.89	4.13	2.06
Professional Development								
Availability of useful advice to assist you with problems you encounter in teaching	4.61	1.66	4.77	1.49	4.90	1.51	4.17	1.58
Extent to which staff are granted leave for further studies	4.27	1.62	4.52	1.73	4.59	1.62	3.92	1.48
System Practices								
Your opportunity for promotion	4.61	1.39	4.52	1.43	4.66	1.49	3.88	1.73
Methods used in the selection of school administrators	4.21	1.38	4.38	1.54	4.15	1.50	3.28	1.46
Your involvement with decision-making in your county	3.82	1.67	3.96	1.53	4.03	1.64	3.48	1.35
Practices of Central Office Personnel								
Educational leadership of the superintendent	4.45	1.91	4.71	1.92	4.66	1.93	4.20	1.73
Fairness in treatment of all teachers	4.54	1.72	4.50	1.86	4.69	1.59	3.66	1.74
Recognition of teacher achievement by the superintendent	4.09	1.88	4.57	1.73	4.38	1.71	3.86	1.67

Table 6.8 (continued)

Facet	Number of Dependents							
	none		one		two or three		four or more	
	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of Central Office Personnel (contd.)								
The extent to which the system works to reduce stress in its members	3.24	1.84	3.53	1.93	3.54	1.90	2.80	1.73
Practices of School Boards								
Clarity of district mission of county board of education	4.53	1.52	4.61	1.63	4.51	1.62	4.03	1.29
Teacher input into school board policies	3.37	1.73	3.62	1.75	3.58	1.66	3.03	1.52
The extent to which board members understand the problems faced by teachers	2.88	1.74	3.27	1.89	3.19	1.78	2.48	1.61
ATA Practices								
The support given to teachers by the local branch of the ATA	5.12	1.28	5.03	1.45	5.33	1.31	4.83	1.48
The availability of provincial ATA resource people	4.98	1.21	4.88	1.25	4.94	1.33	4.43	1.52
The public relations carried out by the local branch of the ATA	4.59	1.42	4.64	1.51	4.65	1.48	3.96	1.44
Expectations and System Response								
The match between your expectations of the system and the system's response	3.61	1.64	3.91	1.63	3.75	1.57	3.35	1.44
School-Community Interactions								
Community expectations of teachers	3.89	1.61	3.76	1.44	4.17	1.45	3.40	1.45
Community support of teachers	3.78	1.67	3.91	1.62	3.94	1.59	3.43	1.43

Table 6.8 (continued)

Facet	Number of Dependents							
	none (n=115-136)		one (n=92-101)		two or three (n=145-153)		four or more (n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes								
Status of teachers in society	3.05	1.80	3.15	1.70	3.22	1.71	2.60	1.47
Attitude of society towards teachers	2.65	1.69	2.84	1.58	2.92	1.68	2.33	1.47

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Staff Relationships

The mean for teachers with two or three dependents was substantially higher than was the mean for teachers with four or more dependents for "recognition by other teachers in the school of your work" (difference = 0.68).

School Characteristics

The mean for teachers with no dependents was substantially higher than was the mean for teachers with four or more dependents for "your involvement with decision-making in your school" (difference = 0.61).

Student-Related Facets

The mean for teachers with no dependents was substantially higher than was the mean for teachers with four or more dependents for "support services available for integrated special needs students" (difference = 0.58).

The mean for teachers with two or three dependents was substantially higher than was the mean for teachers with four or more dependents for "attitudes of students toward learning" (difference = 0.72).

Teaching

The mean for teachers with no dependents was substantially higher than was the mean for teachers with four or more dependents for "your sense of achievement in teaching" (difference = 0.63), and for "your overall level of satisfaction with your work as a teacher" (difference = 0.78).

The mean for teachers with one dependent was substantially higher than was the mean for teachers with four or more dependents for "intellectual stimulation in your work" (difference = 0.65).

The mean for teachers with two or three dependents was substantially higher than was the mean for teachers with four or more dependents for "your job security" (difference = 0.52).

A respondent with four or more dependents suggested that systems

> *Make a concentrated effort to rehire those teachers who have ceased teaching to raise a family and then find themselves having great difficulty in getting a teaching job because of their position on the salary grid.*

Professional Development

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.73) and for "extent to which staff are granted leave for further studies" (difference = 0.67).

System Practices

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "your opportunity for promotion" (difference = 0.78) and for "your involvement with decision-making in your county" (difference = 0.55).

The mean for teachers with one dependent was substantially higher than was the mean for teachers with four or more dependents for "methods used in the selection of school administrators" (difference = 1.10).

Practices of Central Office Personnel

The means for teachers with one dependent were substantially higher than were the means for teachers with four or more dependents for "educational leadership of the superintendent" (difference = 0.51) and for "recognition of teacher achievement by the superintendent" (difference = 0.71).

A respondent with four or more dependents wrote that

> *Administrators from central office should be seen in the schools more than once a year! They should be in and out of schools to see how people are really doing.*

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "fairness in treatment of all teachers" (difference = 1.03) and for "the extent to which the system works to reduce in its members" (difference = 0.74).

Practices of School Boards

The means for teachers with one dependent were substantially higher than were the means for teachers with four or more dependents for the following facets: "clarity of district mission of county board of education" (difference = 0.58), "teacher input into school board policies" (difference = 0.59), and for "the extent to which board members understand the problems faced by teachers" (difference = 0.79).

A respondent with four or more dependents suggested

> *restructure the school board so that teachers have input into decisions affecting us. Make sure the people on the county school board know something about education instead of building roads and hauling gravel.*

ATA Practices

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "the support given to teachers by the local branch of the ATA (difference = 0.50) and for "the public relations carried out by the local branch of the ATA" (difference = 0.69).

The mean for teachers with no dependents was substantially higher than was the mean for teachers with four or more dependents for "the availability of provincial ATA resource people" (difference = 0.69).

Expectations and System Response

The mean for teachers with one dependent was substantially higher than was the mean for teachers with four or more dependents for "the match between your expectations of the system and the system's response" (difference = 0.56).

School-Community Interactions

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "community expectations of teachers" (difference = 0.77) and for "community support of teachers" (difference = 0.51).

Respondents with four or more dependents wrote of

parents who don't get involved but are the first to criticize and

the increasing expectations put on teachers.

Societal Attitudes

The means for teachers with two or three dependents were substantially higher than were the means for teachers with four or more dependents for "status of teachers in society" (difference = 0.62) and for "attitude of society towards teachers" (difference = 0.59).

A respondent with four or more dependents wrote

There is a lack of support by part of society for teachers.

Location of Present Residence

To what extent is teacher satisfaction associated with the location of their present residence? Table 6.9 (Appendix C) summarizes the results when respondents were grouped according to the location of their present residence. The groups were as follows: (a) group 1: the same town as the school; (b) group 2: a larger center in the county; (c) group 3: an acreage, farm, or hamlet near by the school; and (d) group 4: outside the county.

Substantial differences, i.e., ≥ 0.5 between the means of at least two groups, are summarized in Table 6.10.

School Characteristics

The mean for teachers who lived near by the school was substantially higher than was the mean for teachers who lived outside the county for "your involvement with decision-making in your school" (difference = 0.51).

Student-Related Facets

The mean for teachers who lived near by the school was substantially higher than was the mean for teachers who lived outside the county for "support services available for integrated special needs students" (difference = 0.60).

Teaching

The means for teachers who lived near by the school were substantially higher than were the means for teachers who lived in the same town as the school for the following facets: "your sense of achievement in teaching" (difference = 0.55), "your overall level of satisfaction with your work as a teacher" (difference = 0.51), and "the prospect of classroom teaching as your life-time career" (difference = 0.82).

A respondent who lived near by the school commented that

> *I like to teach--I find myself doing it all the time, not just when I am 'on the job.'*

However, a respondent who lived in the same town as the school wrote about problems with demands and role:

Table 6.10

Mean Satisfaction Scores for Teachers Grouped by Location of Present Residence Where a Substantial Difference (≥0.5) Occurred Between Two Means

Facet	Location of Present Residence							
	same town as school (n=159-169)		larger center in county (n=41-50)		hamlet or farm near school (n=115-121)		outside the county (n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics								
Your involvement with decision-making in your school	5.46	1.53	5.77	1.32	5.76	1.18	5.26	1.47
Student-Related Facets								
Support services available for integrated special needs students	4.49	1.84	4.63	1.64	5.01	1.81	4.41	1.69
Teaching								
Your sense of achievement in teaching	5.98	1.13	5.72	1.28	6.27	0.79	5.90	1.10
Your overall level of satisfaction with your work as a teacher	5.77	1.10	5.50	1.46	6.01	0.93	5.94	1.02
The prospect of classroom teaching as your life-time career	5.67	1.52	5.12	1.95	5.94	1.51	5.74	1.61
System Practices								
Methods used in the selection of school administrators	4.16	1.51	4.53	1.28	4.00	1.53	4.21	1.50
Your involvement with decision-making in your county	3.62	1.56	4.36	1.82	3.88	1.59	4.26	1.47
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	4.47	1.72	5.38	1.27	4.57	1.67	5.03	1.64

Table 6.10 (continued)

Facet	Location of Present Residence							
	same town as school		larger center in county		hamlet or farm near school		outside the county	
	(n=159-169)		(n=41-50)		(n=115-121)		(n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of Central Office Personnel (contd.)								
The extent to which you feel that central office administrators are supportive of individual teachers	4.33	1.82	5.52	1.34	4.68	1.64	4.75	1.77
Educational leadership of the superintendent	4.15	1.99	5.26	1.61	4.69	1.78	4.82	1.91
Fairness in treatment of all teachers	4.29	1.66	5.16	1.63	4.51	1.79	4.62	1.74
Recognition of teacher achievement by the superintendent	3.96	1.88	4.92	1.53	4.46	1.59	4.35	1.86
The extent to which the system works to reduce stress in its members	3.12	1.86	4.12	1.96	3.24	1.79	3.69	1.88
Practices of School Boards								
Clarity of district mission of county board of education	4.27	1.64	4.79	1.77	4.60	1.48	4.67	1.35
The way in which teacher/board collective bargaining is conducted	3.73	1.85	4.95	1.61	4.24	1.95	4.57	1.83
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.38	1.73	4.36	1.84	3.53	1.82	4.08	1.81
Teacher input into school board policies	3.25	1.65	4.08	1.62	3.36	1.77	3.83	1.61
The extent to which board members understand the problems faced by teachers	2.81	1.71	3.52	1.82	3.00	1.81	3.34	1.82
Expectations and System Response								
The match between your expectations of the system and the system's response	3.54	1.57	4.14	1.68	3.58	1.60	4.02	1.57

Table 6.10 (continued)

Facet	Location of Present Residence							
	same town as school		larger center in county		hamlet or farm near school		outside the county	
	(n=159-169)		(n=41-50)		(n=115-121)		(n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Community Attributes								
Availability of facilities in your community for recreation	5.36	1.53	5.00	1.65	5.15	1.58	4.71	1.50
Opportunity for social relationships in the community	5.04	1.52	4.51	1.36	5.21	1.36	4.44	1.39

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

> *Over the years the demands on us are greater and I feel like we have been put in a position (from the public point of view) in which we are destined for failure. Our job description has become so unclear, many-faceted and segmented that no one knows what to do.*

System Practices

The mean for teachers who lived in a larger center in the county was substantially higher than the mean for teachers who lived near by the school for "methods used in the selection of school administrators" (difference = 0.53) and than the mean for teachers who lived in the same town as the school for "your involvement with decision-making in your county" (difference = 0.74).

Practices of Central Office Personnel

The means for teachers who lived in a larger center in the county were substantially higher than were the means for teachers who lived in the same town as the school for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.91), "educational leadership of the superintendent" (difference = 1.11), "fairness in treatment of all teachers" (difference = 0.87), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 1.19), "recognition of teacher achievement by the superintendent" (difference = 0.96), and "the extent to which the system works to reduce stress in its members" (difference = 1.00).

Respondents who lived in the same town as the school wrote the following comments:

> *We need some positive feedback from central office that we are doing a good job--not just every 5 years when they give us a service pin. We need recognition that we are vital to students' education and that we are not just expendable because we cost too much.*

> *There is a lack of understanding and support from central office. Central office personal should spend more time in the schools.*

> *More teachers are taking stress leave now than they did 10 or 15 years ago.*

Practices of School Boards

The means for teachers who lived in a larger center in the county were substantially higher than were the means for teachers who lived in the same town as the school for the following facets: "clarity of district mission of county board of education" (difference = 0.52), "the way in which teacher/board collective bargaining is conducted" (difference = 1.22), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.98), "teacher input into school board policies" (difference = 0.83), and "the extent to which board members understand the problems faced by teachers" (difference = 0.71).

Respondents who lived in the same town as the school had these comments:

> *Our board does not appear to value our efforts. It is totally committed to roads and physical projects but doesn't appear to be concerned about people! The major reason for staying in a "people" profession has to be enjoyment of people contact, but to feel that your employers don't value your contributions or see value in your job is a negative!*

> *Take the board of education out of the hands of uneducated, immigrant farmers who believe that you are working only if you are in a plowed field.*

> *Be more publicly supportive of teachers. Come into the schools more on an informal basis and talk to teachers about working conditions, community relations, etc. Board members could come for a brown bag lunch and talk about concerns and look interested. Maybe if they met more teachers they'd realize that we are deserving of their support.*

Expectations and System Response

The mean for teachers who lived in a larger center in the county was substantially higher than was the mean for teachers who lived in the same town as the school for "the match between your expectations of the system and the system's response" (difference = 0.60).

Community Attributes

The mean for teachers who lived in the same town as the school was substantially higher than was the mean for teachers who lived outside the county for "availability of facilities in your community for recreation" (difference = 0.65).

The mean for teachers who lived near by the school was substantially higher than was the mean for teachers who lived outside the county for "opportunity for social relationships in the community" (difference = 0.77).

Length of Present Residency

To what extent is teacher satisfaction associated with length of stay in present residence? Table 6.11 (Appendix C) summarizes the results when respondents were grouped according to the length of stay in their present residence. The groups were as follows: (a) group 1: 0-1 year; (b) group 2: 2-5 years; (c) group 3: 6-10 years; and (d) group 4: 11 or more years.

Substantial differences, i.e., ≥ 0.5 between the means of at least two groups, are summarized in Table 6.12.

Student-Related Facets

The mean for teachers who had been in their residence one year or less than was substantially higher than was the mean for teachers who had been in their residence for 6-10 years for "attitudes of students toward learning" (difference = 0.61).

Table 6.12

Mean Satisfaction Scores for Teachers Grouped by Years Lived in Present Residence Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
Facet	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Student-Related Facets								
Attitudes of students toward learning	4.90	1.66	4.45	1.70	4.29	1.61	4.37	1.70
Teaching								
The prospect of classroom teaching as your life-time career	5.61	1.60	5.38	1.77	5.98	1.39	5.89	1.48
Your job security	3.70	2.02	4.38	1.91	4.95	1.69	4.76	1.98
Practices of Central Office Personnel								
The extent to which the system works to reduce stress in its members	3.75	1.70	3.41	1.91	3.11	1.90	3.35	1.90
ATA Practices								
The way in which the local ATA represents your bargaining concerns	5.26	1.08	4.97	1.58	5.05	1.45	5.48	1.43
Expectations and System Response								
The match between your expectations of the system and the system's response	4.01	1.35	3.77	1.69	3.49	1.68	3.65	1.55
School-Community Interactions								
Community expectations of teachers	4.25	1.37	3.93	1.54	3.70	1.50	3.88	1.52

Table 6.12 (continued)

Facet	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Community Attributes								
Availability of facilities in your community for recreation	5.12	1.38	4.88	1.72	4.78	1.75	5.52	1.30
Opportunity for social relationships in the community	4.49	1.51	4.72	1.50	4.76	1.50	5.32	1.30
Availability of cultural activities in your community	4.48	1.35	4.60	1.72	4.27	1.61	4.96	1.63
Societal Attitudes								
Attitude of parents towards education	3.90	1.61	3.56	1.71	3.39	1.64	3.93	1.57

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

A respondent who had lived in her residence year or less was satisfied with the

eagerness of students to learn.

However, a respondent who had lived in her present residence for 6-10 years felt

there is no incentive for students to do well.

Teaching

The mean for teachers who had lived in their residence for 6-10 years was substantially higher than was the mean for teachers who had lived in their residence for 2-5 years for "the prospect of classroom teaching as your life-time career" (difference = 0.60) and than the mean for teachers who lived in their residence for one year or less for "your job security" (difference = 1.25).

A teacher who had lived in her residence for one year or less suggested that an improvement in working conditions would include

providing a sense of job and position security to teachers.

Practices of Central Office Personnel

The mean for teachers who had lived in their residence for one year or less was substantially higher than was the mean for teachers who had lived in their residence for 6-10 years for "the extent to which the system works to reduce stress in its members" (difference = 0.64).

Comments from teachers who had lived in their residence for 6-10 years were as follows:

> *It would be nice if board members and central office gave more recognition to the individual work the teachers do in the classroom.*
>
> *I think as a teacher I should question decisions made by the principal or school board without fear. This is not happening here.*

ATA Practices

The mean for teachers who lived in their residence for 11 or more years was substantially higher than was the mean for teachers who had lived in their residence for 2-5 years for "the way in which the local ATA represents your bargaining concerns" (difference = 0.51).

Expectations and System Response

The mean for teachers who had lived in their residence for one year or less was substantially higher than was the mean for teachers who lived in their residence for 6-10 years for "the match between your expectations of the system and the system's response" (difference = 0.52).

School-Community Interactions

The mean for teachers who had lived in their residence for one year or less was substantially higher than was the mean for teachers who had lived in their residence for 6-10 years for "community expectations of teachers" (0.55).

A respondent who had lived in her residence for 6-10 years felt that

> *the community, especially the parents, should be encouraged to support and work with the school rather than against it especially as there is parental pressure on us to solve **all** problems at school.*

Community Attributes

The means for teachers who had lived in their residence for 11 or more years were substantially higher than were the means for teachers who had lived in their residence for 6-10 years for these facets: "availability of facilities in your community for recreation" (difference = 0.74), "availability of cultural activities in your community" (difference = 0.69), and substantially higher than the mean for teachers who had lived in their residence for one year or less for "opportunity for social relationships in the community" (difference = 0.83).

Societal Attitudes

The mean for teachers who had lived in their residence for 11 years or more was substantially higher than was the mean for teachers who had lived in their residence for 6-10 years for "attitude of parents towards education" (difference = 0.54).

Respondents who had lived in their residence for 6-10 years felt

there was a lack of parent accountability,

that parents are supporting their children at all costs and

the general public lacks awareness of a teacher's job and its responsibilities.

Childhood Residency

To what extent is teachers' satisfaction associated with their place of residency as a child? Table 6.13 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to their childhood residency location. The three groups were as follows: (a) group 1: rural, (b) group 2: town, and (c) group 3: urban.

Table 6.14 summarizes those facets which had means that differed substantially, i.e., ≥0.5, from at least one other mean.

School Characteristics

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in a rural area for "clarity of school goals" (difference = 0.51).

Student-Related Facets

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in an urban area for "general behavior of students in school" (difference = 0.59).

Table 6.14

Mean Satisfaction Scores for Teachers Grouped by Location of Childhood Residence Where a Substantial Difference (≥0.5) Occurred Between Two Means

Facet	Location of Childhood Residence					
	rural (n=182-192)		town (n=104-111)		urban (n=102-107)	
	mean	sd	mean	sd	mean	sd
School Characteristics						
Clarity of school goals	5.76	1.30	5.90	1.15	5.49	1.38
Student-Related Facets						
General behavior of students in school	5.20	1.59	5.55	1.39	4.96	1.59
Teaching						
Your job security	4.47	2.00	4.81	1.95	4.31	1.88
Practices of Central Office Personnel						
Educational leadership of the superintendent	4.36	1.95	4.90	1.75	4.64	1.91
Practices of School Boards						
Clarity of district mission of county board of education	4.29	1.60	4.80	1.46	4.58	1.61
ATA Practices						
The public relations carried out by the local branch of the ATA	4.59	1.39	4.82	1.58	4.28	1.49

Note: Excluded "other" (n=9)

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Teaching

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in an urban area for "your job security" (difference = 0.50).

Practices of Central Office Personnel

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in rural area for "educational leadership of the superintendent" (difference = 0.54).

A typical comment from teachers with rural backgrounds was

> *superintendents need to get more involved in each individual school.*

Practices of School Boards

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in a rural area for "clarity of district mission of county board of education" (difference = 0.51).

A respondent with a rural background suggested that there should be

> *in-servicing at the county level in order to look at challenges pertaining to our own school as a way to resolve local concerns.*

ATA Practices

The mean for teachers raised in a town was substantially higher than was the mean for teachers raised in an urban area for "the public relations carried out by the local branch of the ATA" (difference = 0.54).

Summary

As the data in this chapter were reported in summary form, findings will be exemplified by only those facets which were highly significant.

Sex of Teachers

Only three facets had a substantial difference (≥ 0.5) in mean scores between the two groups. For all three facets from Teaching and Professional Development the mean score for females was substantially higher than for males. For example, the mean for females was substantially higher than was the mean for males for "your sense of achievement in teaching" (difference = 0.59).

Age of Teachers

Teachers 50 years and older had substantially higher levels of satisfaction than any other group for 23 facets out of the 24 facets where there was a substantial difference (≥ 0.5) in mean scores between two groups.

For 19 of these facets, teachers 50 years of age or older were more satisfied than were teachers under 30. Examples are as follows: the mean for teachers 50 years of age or older was substantially higher than was the mean for teachers under 30 for "your job security" (difference = 1.27), "opportunity for social relationships in the community" (difference = 1.12), "opportunities for useful in-service" (difference = 0.84), and "the prospect of teaching as your life-time career" (difference = 0.83).

Marital Status

The mean for teachers living with a significant other was substantially lower than were the means for all other groups for 21 of the 29 facets where there was a substantial difference (≥ 0.5) between two mean scores. Examples are as follows: the means for teachers living with a significant other were substantially lower than were the means for divorced teachers for the following facets: "extent to which board members understand the problems faced by teachers" (difference = 0.97), "the amount of time spent in meetings" (0.84), "intellectual stimulation in your work" (difference = 0.75), "clarity of principal's expectations" (difference = 0.73), and "the match between your expectations of the system and the system's response" (difference = 0.70).

The means for teachers living with a significant other was substantially lower than were the means for single teachers for "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (0.93) and for "the amount of time expected to be spent on extra-curricular activities" (0.94).

Number of Dependents

There were 33 facets from all groups where a substantial difference (≥0.5) in mean scores occurred between two groups. For all 33 facets the mean score for teachers with four or more dependents was lower than all other groups as exemplified by the following: the mean for teachers with four or more dependents was lower than the mean for teachers with no dependents for "the extent to which the principal has trust and confidence in the teachers" (difference = 0.90); was lower than the mean for teachers with one dependent for "methods used in the selection of school administrators" (difference = 1.10); and was lower than teachers with two or three dependents for "fairness in treatment of all teachers" (difference = 1.03).

Location of Present Residence

For 21 facets a substantial difference (≥0.5) was obtained in mean scores between two groups.

Teachers living in a larger center in the county were substantially more satisfied than teachers living in the same town as their school for 13 facets. For example, the means for teachers living in a larger center in the county were substantially higher than were the means for teachers living in the same town as their school for "the way in which teacher/board collective bargaining is conducted" (difference = 1.22), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 1.19), "educational leadership of the superintendent" (difference = 1.11), "the extent to which the system works to reduce stress in its members" (difference = 1.00), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.98) and for "recognition of teacher achievement by the superintendent" (difference = 0.96).

Length of Present Residency

There were 11 facets where there was a substantial difference (≥ 0.5) in mean scores between two groups.

For example, teachers having resided 11 or more years in their present location were more satisfied than all other groups with all facets of Community Attributes.

Childhood Residency

There were six facets where there was a substantial difference (≥ 0.5) in mean scores between two groups.

For all facets the means for teachers who grew up in a town were substantially higher than were the means for all other groups. For example, the mean for teachers who grew up in a town was substantially higher than was the mean for teachers who grew up in a rural area for "educational leadership of the superintendent" (difference = 0.54).

Overall, differences in satisfaction were highly associated with number of dependents and marital status; moderately associated with age and location of present residence; and only slightly associated with length of residency, childhood residency, and sex of teacher.

CHAPTER 7

PROFESSIONAL VARIABLES AND TEACHER SATISFACTION

The purpose of this chapter is to present the results of analysis of the questionnaire responses in relation to Research Question 20: To what extent is satisfaction of teachers with particular facets associated with professional variables such as contract status, level of education, years of teaching experience, sex of principal, years teaching in present county, years teaching in present school, consistency of assignment with training, grade level assignment, and position held in the local branch of the Alberta Teachers' Association?

In order to identify the relationships between groups, responses for each facet are reported only where an arbitrarily chosen substantial difference of at least 0.5 existed between the means of two groups.

Contract Status

To what extent is teacher satisfaction associated with contract status? Table 7.1 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to contract status. The four groups were as follows: (a) group 1: permanent full-time; (b) group 2: temporary full-time; (c) group 3: permanent part-time; and (d) group 4: temporary part-time. Table 7.2 shows the mean scores for those facets where a substantial difference ($\geq$0.5) occurred between two means.

Teacher-Principal Relationships

The means for temporary part-time teachers were substantially higher than were the means for permanent part-time teachers for the following facets: "the extent to which the principal has trust and confidence in the teachers" (difference = 0.59), "clarity of principal's expectations"

Table 7.2

Mean Satisfaction Scores for Teachers Grouped by Contract Status for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Contract Status							
Facet	full-time permanent (n=332-341)		full-time temporary (n=29-32)		part-time permanent (n=30-33)		part-time temporary (n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.05	1.26	6.12	1.38	6.15	1.20	6.60	0.63
Your relationship with the principal	6.05	1.29	5.93	1.56	5.96	1.25	6.53	0.63
The extent to which the principal has trust and confidence in the teachers	6.02	1.36	6.06	1.31	5.81	1.57	6.40	1.05
Clarity of principal's expectations	5.70	1.47	5.84	1.58	5.43	1.58	6.13	0.51
Educational leadership of principal	5.68	1.59	5.62	1.75	5.56	1.64	6.40	0.73
The amount of personal support given to teachers by the principal	5.70	1.61	5.65	1.82	5.18	1.87	6.40	0.73
Staff Relationships								
Recognition by other teachers in the school of your work	5.24	1.40	5.06	1.47	5.16	1.52	5.66	1.23
School Characteristics								
Clarity of school goals	5.70	1.29	5.81	1.33	5.68	1.37	6.26	0.96
Your involvement with decision-making in your school	5.56	1.42	5.25	1.34	5.56	1.31	5.93	1.38
Methods used to evaluate teachers	5.17	1.45	4.93	1.76	5.24	1.50	5.86	1.12
The amount of time spent in meetings	4.76	1.59	5.03	1.42	4.60	1.74	5.73	1.03

Table 7.2 (continued)

	Contract Status							
Facet	full-time permanent (n=332-341)		full-time temporary (n=29-32)		part-time permanent (n=30-33)		part-time temporary (n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Student-Related Facets								
General behavior of students in school	5.22	1.53	5.40	1.66	5.06	1.69	5.60	1.29
Attitudes of students toward learning	4.37	1.72	4.90	1.51	4.75	1.56	4.86	1.30
Teaching								
Intellectual stimulation in your work	5.61	1.28	5.93	1.16	5.39	1.47	5.80	1.26
Your job security	4.80	1.81	2.64	1.87	4.38	1.94	2.33	1.91
System Practices								
Your involvement with decision-making in your county	3.83	1.65	4.41	1.31	4.12	1.64	4.20	1.01
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	4.61	1.71	5.40	1.36	5.00	1.39	5.06	1.57
The extent to which you feel that central office administrators are supportive of individual teachers	4.57	1.78	5.48	1.23	4.68	1.49	4.86	1.95
Educational leadership of the superintendent	4.50	1.95	5.16	1.61	4.66	1.69	4.86	1.76
Fairness in treatment of all teachers	4.49	1.76	5.15	1.54	4.24	1.54	4.60	1.50
Recognition of teacher achievement by the superintendent	4.22	1.82	4.77	1.49	4.37	1.64	4.73	1.57
The extent to which the system works to reduce stress in its members	3.27	1.88	4.29	1.71	3.57	1.80	3.93	2.05

Table 7.2 (continued)

	Contract Status							
Facet	full-time permanent (n=332-341)		full-time temporary (n=29-32)		part-time permanent (n=30-33)		part-time temporary (n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of School Boards								
Clarity of district mission of county board of education	4.41	1.61	5.00	1.22	4.96	1.45	4.78	1.12
The way in which teacher/board collective bargaining is conducted	4.10	1.95	4.80	1.24	4.27	1.90	4.80	1.37
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.58	1.85	4.45	1.33	3.78	1.83	4.00	1.51
Teacher input into school board policies	3.36	1.74	4.19	1.32	3.78	1.49	4.13	1.30
The extent to which board members understand the problems faced by teachers	2.93	1.78	4.09	1.55	2.72	1.73	4.33	1.49
ATA Practices								
The way in which the local ATA represents your bargaining concerns	5.26	1.49	4.66	1.18	5.18	1.50	5.20	1.20
Expectations and System Response								
The match between your expectations of the system and the system's response	3.64	1.64	4.16	1.39	3.67	1.42	4.57	1.22
School-Community Interactions								
The amount of involvement of parents in school activities	4.48	1.62	4.25	1.70	4.78	1.40	4.60	1.24
Community expectations of teachers	3.89	1.50	4.31	1.42	4.00	1.62	3.73	1.66

Table 7.2 (continued)

Facet	Contract Status							
	full-time permanent (n=332-341)		full-time temporary (n=29-32)		part-time permanent (n=30-33)		part-time temporary (n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Community Attributes								
Availability of facilities in your community for recreation	5.15	1.60	4.75	1.52	5.48	1.25	5.00	1.41
Opportunity for social relationships in the community	4.91	1.48	4.59	1.24	5.34	1.31	4.78	1.57
Availability of cultural activities in your community	4.71	1.69	4.53	1.26	4.57	1.56	4.00	1.36
Societal Attitudes								
Attitude of parents towards education	3.72	1.64	3.65	1.85	3.96	1.57	3.33	1.44
Status of teachers in society	3.07	1.71	3.00	1.98	3.54	1.62	3.26	1.70
Attitude of society towards teachers	2.72	1.64	2.71	1.81	3.39	1.65	2.66	1.23

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

(difference = 0.70), "educational leadership of principal" (difference = 0.84), and for "the amount of personal support given to teachers by the principal" (difference = 1.22). Several permanent part-time teachers respondents were dissatisfied with procedures used for evaluation of teachers.

The mean for temporary part-time teachers was substantially higher than was the mean for permanent full-time teachers for "the extent to which principal makes information from central office available" (difference = 0.55).

The mean for temporary part-time teachers was substantially higher than was the mean for temporary full-time teachers for "your relationship with the principal" (difference = 0.60).

Staff Relationships

The mean for temporary part-time teachers was substantially higher than was the mean for temporary full-time teachers for "recognition of other teachers in the school of your work" (difference = 0.60).

School Characteristics

The means for temporary part-time teachers were substantially higher than were the means for permanent part-time teachers for "clarity of school goals" (difference = 0.58) and for "the amount of time spent in meetings" (difference = 1.13).

The means for temporary part-time teachers were substantially higher than were the means for temporary full-time teachers for "methods used to evaluate teachers" (difference = 0.93) and for "your involvement in decision-making in your school" (difference = 0.68).

Student-Related Facets

The mean for temporary part-time teachers was substantially higher than was the mean for permanent part-time teachers for "general behavior of students in school" (difference = 0.54). Several permanent part-time teachers mentioned the

> *disrespect of some students.*

The mean for temporary full-time teachers was substantially higher than was the mean for permanent full-time teachers for "attitudes of students toward learning" (difference = 0.53). A permanent full-time teacher, typical of many, commented that she was dissatisfied with

> *students who have poor attitudes to learning.*

Teaching

The mean for permanent full-time teachers was substantially higher than was the mean for temporary part-time teachers for "your job security" (difference = 2.47). A temporary part-time teacher commented that she was

> *worried about job security.*

The mean for temporary full-time teachers was substantially higher than was the mean for permanent part-time teachers for "intellectual stimulation in your work" (difference = 0.54).

System Practices

The mean for temporary full-time teachers was substantially higher than was the mean for permanent full-time teachers for "your involvement with decision-making in your county" (difference = 0.58).

Practices of Central Office Personnel

The means for temporary full-time teachers were substantially higher than were the means for permanent full-time teachers for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.79), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.91), "educational leadership of the superintendent" (difference = 0.66), "recognition of teacher achievement by the superintendent" (difference = 0.55), and for "the extent to which the system works to reduce stress in its members" (difference = 1.02).

The mean for temporary full-time teachers was substantially higher than was the mean for permanent part-time teachers for "fairness in treatment of all teachers" (difference = 0.91).

Practices of School Boards

The means for temporary full-time teachers were substantially higher than were the means for permanent full-time teachers for the following facets: "clarity of district mission of county board of education" (difference = 0.59), "the way in which teacher/board collective bargaining is conducted" (difference = 0.70), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.87), and for "teacher input into school board policies" (difference = 0.83).

The mean for temporary part-time teachers was substantially higher than was the mean for permanent part-time teachers for "the extent to which board members understand the problems faced by teachers" (difference = 1.61). A permanent part-time teacher felt that board members need

> *to gain a genuine understanding of what is involved with day-to-day teaching.*

ATA Practices

The mean for permanent full-time teachers was substantially higher than was the mean for temporary full-time teachers for "the way in which the local ATA represents your bargaining concerns" (difference = 0.60).

Expectations and System Response

The mean for temporary part-time teachers was substantially higher than was the mean for permanent full-time teachers for "the match between your expectations of the system and the system's response" (difference = 0.93).

School-Community Interactions

The mean for temporary full-time teachers was substantially higher than was the mean for temporary part-time teachers for "community expectations of teachers" (difference = 0.58).

The mean for permanent part-time teachers was substantially higher than was the mean for temporary full-time teachers for "the amount of involvement of parents in school activities" (difference = 0.53).

Community Attributes

The means for permanent part-time teachers were substantially higher than were the means for temporary full-time teachers for "availability of facilities in your community for recreation" (difference = 0.73) and for "opportunity for social relationships in the community" (difference = 0.75).

The mean for permanent full-time teachers was substantially higher than was the mean for temporary part-time teachers for "availability of cultural activities in your community" (difference = 0.71).

Societal Attitudes

The means for permanent part-time teachers were substantially higher than were the means for temporary part-time teachers for "attitude of parents towards education" (difference = 0.63) and for "attitude of society towards teachers" (difference = 0.73).

The mean for permanent part-time teachers was substantially higher than was the mean for temporary full-time teachers for "status of teachers in society" (difference = 0.54).

Level of Education Attained

To what extent is teacher satisfaction associated with the level of education attained by the teacher? Table 7.3 (Appendix C) summarizes the mean results for all facets when respondents are grouped according to level of education. The four groups were as follows: (a) group 1: teaching certificate (Certificate); (b) group 2: Bachelor of Education ("BEd"); (c) group 3: Bachelor of Education plus another degree ("BEd+"); and (d) group 4: Master's or Doctorate ("advanced degree"). Table 7.4 shows the mean scores for those facets where a substantial difference (≥0.5) occurred between two means.

Teacher-Principal Relationships

The mean for the BEd group was substantially higher than was the mean for the advanced degree group for "educational leadership of principal" (difference = 0.54). A respondent with an advanced degree felt that

> *there is no recognition from administration in terms of empowerment and shared decision-making.*

Student-Related Facets

The mean for the advanced degree group was substantially higher than was the mean for the certificate group for "general behavior of students in school" (difference = 0.73). A respondent with an advanced degree was satisfied with

> *attitude of students toward learning and improving skills.*

Table 7.4

Mean Satisfaction Scores for Teachers Grouped by Highest Level of Education Attained for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Highest Level of Education Attained							
	teaching certificate		BEd		degree and BEd		master's or doctorate	
Facet	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
Educational leadership of principal	5.75	1.40	5.79	1.52	5.28	1.97	5.25	1.64
Student-Related Facets								
General behavior of students in school	4.67	1.63	5.25	1.55	5.35	1.58	5.40	1.32
Policy of integration of special needs students into the regular classroom	4.46	1.71	4.93	1.67	4.36	1.98	4.60	2.02
Support services available for integrated special needs students	4.65	1.87	4.74	1.75	4.46	1.84	3.96	2.05
Teaching								
The prospect of classroom teaching as your life-time career	6.18	1.52	5.69	1.57	5.48	1.82	5.70	1.68
Intellectual stimulation in your work	5.75	1.21	5.68	1.19	5.52	1.54	4.96	1.85
Professional Development								
Opportunities for useful in-service education	5.62	1.11	5.00	1.63	4.98	1.67	4.72	1.79
Availability of useful advice to assist you with problems you encounter in teaching	5.24	1.40	4.73	1.53	4.66	1.70	4.29	1.89
Extent to which staff are granted leave for further studies	4.44	1.59	4.44	1.61	4.63	1.82	3.86	1.67

Table 7.4 (continued)

	Highest Level of Education Attained							
	teaching certificate		BEd		degree and BEd		master's or doctorate	
Facet	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
System Practices								
The distribution of resources to schools	4.60	1.57	4.85	1.55	5.14	1.41	4.68	1.49
Your opportunity for promotion	4.84	1.61	4.64	1.40	4.45	1.51	3.54	1.71
Methods used in the selection of school administrators	4.07	1.10	4.25	1.44	3.95	1.70	3.70	1.92
Practices of Central Office Personnel								
Fairness in treatment of all teachers	4.86	1.38	4.55	1.72	4.49	1.88	3.92	1.75
Practices of School Boards								
Clarity of district mission of county board of education	4.37	1.18	4.52	1.58	4.69	1.60	4.08	1.75
The way in which teacher/board collective bargaining is conducted	3.72	2.06	4.26	1.87	4.15	1.99	4.00	1.84
Teacher input into school board policies	3.06	1.81	3.50	1.69	3.60	1.79	3.52	1.55
ATA Practices								
The educational activities provided by the local professional development committee	5.68	1.00	5.34	1.26	5.16	1.47	5.36	1.28
The way in which the local ATA represents your bargaining concerns	5.48	1.70	5.26	1.35	4.88	1.67	5.08	1.91
The support given to teachers by the local branch of the ATA	5.44	1.15	5.22	1.29	4.74	1.57	4.80	1.68
The availability of provincial ATA resource people	5.44	1.08	4.86	1.26	4.74	1.61	5.12	1.01

Table 7.4 (continued)

	Highest Level of Education Attained							
	teaching certificate		BEd		degree and BEd		master's or doctorate	
Facet	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
School-Community Interactions								
Community expectations of teachers	3.75	1.23	3.93	1.54	3.78	1.55	4.40	1.32
Community support of teachers	3.82	1.41	3.83	1.66	3.78	1.51	4.32	1.49
Community Attributes								
Availability of facilities in your community for recreation	5.65	1.23	5.13	1.61	4.94	1.34	5.20	1.63
Opportunity for social relationships in the community	5.03	1.47	4.94	1.46	4.56	1.56	5.20	1.11
Availability of cultural activities in your community	5.03	1.34	4.65	1.66	4.49	1.66	4.72	1.69
Societal Attitudes								
Attitude of society towards teachers	2.58	1.35	2.76	1.63	2.82	1.92	3.08	1.70

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

The mean for the BEd group was substantially higher than was the mean for the BEd+ group for "policy of integration of special needs students into the regular classroom" (difference = 0.57).

The mean for the BEd group was substantially higher than was the mean for the advanced degree group for "support services available for integrated special needs students" (difference = 0.78). A respondent from the advanced degree group commented that

> *very few support services are available which are effective, for example, speech therapy and counseling.*

Teaching

The mean for the certificate group was substantially higher than was the mean for the advanced degree group for "intellectual stimulation in your work" (difference = 0.79).

The mean for the certificate group was substantially higher than was the mean for the BEd+ group for "the prospect of classroom teaching as your life-time career" (difference = 0.70).

Professional Development

The means for the certificate group were substantially higher than were the means for the advanced degree group for "opportunities for useful in-service education" (difference = 0.90) and for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.95). A respondent with an advanced degree wrote

> *provide more opportunities for professional development.*

The mean for the BEd+ group was substantially higher than was the mean for the advanced degree group for "extent to which staff are granted leave for further studies" (difference = 0.77).

System Practices

The mean for the BEd+ group was substantially higher than was the mean for the certificate group for "the distribution of resources to schools" (difference = 0.54).

The mean for the advanced degree group was substantially higher than was the mean for the certificate group for "your opportunity for promotion" (difference = 1.30).

The mean for the BEd group was substantially higher than was the mean for the advanced degree group for "methods used in the selection of school administrators" (difference = 0.55).

Practices of Central Office Personnel

The mean for the certificate group was substantially higher than was the mean for the advanced degree group for "fairness in treatment of all teachers" (difference = 0.94).

Practices of School Boards

The mean for the BEd+ group was substantially higher than was the mean for the advanced degree group for "clarity of district mission of county board of education" (difference = 0.61). A respondent with an advanced degree felt that

> *the county must have a philosophy of education that it elucidates clearly and follows faithfully and makes clear expectations of the students, parents, and teachers.*

The mean for the BEd group was substantially higher than was the mean for certificate group for "the way in which teacher/board collective bargaining is conducted" (difference = 0.54).

The mean for the BEd+ group was substantially higher than was the mean for the certificate group for "teacher input into school board policies" (difference = 0.54).

ATA Practices

The means for the certificate group were substantially higher than were the means for the BEd+ group for the following facets: "the educational activities provided by the local professional development committee" (difference = 0.52), "the way in which the local ATA represents your bargaining concerns" (difference = 0.60), "the support given to teachers by the local branch of the ATA" (difference = 0.70), and for "the availability of provincial ATA resource people" (difference = 0.70).

School-Community Interactions

The mean for the advanced degree group was substantially higher than was the mean for the certificate group for "community expectations of teachers" (difference = 0.65).

The mean for the advanced degree group was substantially higher than was the mean for the BEd+ group for "community support of teachers" (difference = 0.54).

Community Attributes

The means for the certificate group were substantially higher than were the means for the BEd+ group for "availability of facilities in your community for recreation" (difference = 0.71) and for "availability of cultural activities in your community" (difference = 0.54).

The mean for the advanced degree group was substantially higher than was the mean for the BEd+ group for "opportunity for social relationships in the community" (difference = 0.64).

Societal Attitudes

The mean for the advanced degree group was substantially higher than was the mean for the certificate group for "attitude of society towards teachers" (difference = 0.50).

Years of Teaching Experience

To what extent is teacher satisfaction associated with the number of years of teaching experience? Table 7.5 (Appendix C) summarizes the mean results for all facets when respondents are grouped according to the total number of years of teaching experience. To enable easier representation of data, the categories were collapsed into the following groups: (a) group 1: under two years ("2-"); (b) group 2: 2-4 years ("2-4"); (c) group 3: 5-10 years ("5-10"); and (d) group 4: 11 or more years ("11+"). Table 7.6 shows the mean scores for those facets where a substantial difference ($\geq$0.5) occurred between two means.

Teacher-Principal Relationships

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "the extent to which the principal makes information from central office available" (difference = 0.75).

The mean for the 2- group was substantially higher than was the mean for the 2-4 group for "clarity of principal's expectations" (difference = 0.70).

School Characteristics

The means for the 2- group were substantially higher than were the means for the 2-4 group for "clarity of school goals" (difference = 0.56) and for "your involvement with decision-making in your school" (difference = 0.52).

Student-Related Facets

The means for the 2- group were substantially higher than were the means for the 11+ group 4 for "policy of integration of special needs students into the regular classroom" (difference = 0.57) and for "attitudes of students

Table 7.6

Mean Satisfaction Scores for Teachers Grouped by Total Years of Teaching Experience for Facets Where a Substantial Difference (≥0.50) Occurred Between Two Means

	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.75	0.46	6.14	1.15	6.00	1.28	6.09	1.27
Clarity of principal's expectations	6.37	0.91	5.67	1.52	5.70	1.52	5.69	1.44
School Characteristics								
Clarity of school goals	6.12	1.35	5.56	1.41	5.75	1.36	5.74	1.23
Your involvement with decision-making in your school	5.75	1.28	5.23	1.58	5.55	1.46	5.62	1.34
Student-Related Facets								
Policy of integration of special needs students into the regular classroom	5.28	1.70	5.00	1.57	4.89	1.75	4.71	1.78
Attitudes of students toward learning	5.00	1.06	4.69	1.48	4.53	1.74	4.35	1.71
Teaching								
The prospect of classroom teaching as your life-time career	5.87	1.64	5.25	1.91	5.46	1.70	5.91	1.44
Professional Development								
Opportunities for useful in-service education	4.87	1.88	4.67	1.65	4.72	1.78	5.24	1.49
Availability of useful advice to assist you with problems you encounter in teaching	5.00	1.69	4.81	1.38	4.45	1.64	4.82	1.56

Table 7.6 (continued)

	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
System Practices								
The distribution of resources to schools	5.42	0.97	4.58	1.39	4.80	1.63	4.92	1.52
Practices used to transfer teachers	4.57	0.78	3.92	1.27	4.28	1.54	4.12	1.53
Your involvement with decision-making in your county	4.62	1.06	4.18	1.46	3.89	1.57	3.83	1.66
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	5.25	1.28	4.89	1.56	4.72	1.69	4.66	1.69
The extent to which you feel that central office administrators are supportive of individual teachers	5.14	1.46	5.05	1.73	4.60	1.82	4.59	1.70
Educational leadership of the superintendent	5.00	1.63	5.05	1.67	4.51	1.96	4.48	1.93
Fairness in treatment of all teachers	5.37	1.18	4.82	1.74	4.57	1.62	4.40	1.77
The extent to which the system works to reduce stress in its members	3.57	1.61	4.10	1.66	3.19	1.90	3.31	1.90
Practices of School Boards								
Clarity of district mission of county board of education	5.37	1.18	4.71	1.23	4.38	1.52	4.48	1.66
The way in which teacher/board collective bargaining is conducted	4.50	1.19	4.57	1.61	3.93	1.97	4.20	1.93
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.62	0.91	4.12	1.51	3.40	1.86	3.66	1.85
Teacher input into school board policies	4.12	0.99	3.79	1.53	3.25	1.76	3.50	1.71

Table 7.6 (continued)

	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of School Boards (contd.)								
The extent to which board members understand the problems faced by teachers	3.87	1.24	3.64	1.76	2.73	1.76	3.04	1.79
ATA Practices								
The educational activities provided by the local professional development committee	4.85	1.46	5.11	1.09	5.02	1.44	5.55	1.19
The way in which the local ATA represents your bargaining concerns	4.57	1.27	4.86	1.27	5.20	1.33	5.31	1.55
The support given to teachers by the local branch of the ATA	4.71	1.49	4.98	1.27	5.06	1.26	5.25	1.40
Expectations and System Response								
The match between your expectations of the system and the system's response	4.00	1.19	4.16	1.50	3.50	1.64	3.70	1.61
School-Community Interactions								
Community expectations of teachers	4.62	1.40	3.94	1.43	3.88	1.55	3.91	1.52
Community support of teachers	4.25	1.16	4.03	1.54	3.74	1.72	3.84	1.59
Community Attributes								
Availability of facilities in your community for recreation	4.62	1.59	4.75	1.41	4.98	1.69	5.31	1.52
Opportunity for social relationships in the community	4.00	1.41	4.41	1.46	4.60	1.57	5.20	1.34

Table 7.6 (continued)

Facet	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Community Attributes (contd.)								
Availability of cultural activities in your community	4.25	1.38	4.41	1.47	4.55	1.68	4.78	1.66
Societal Attitudes								
Status of teachers in society	2.62	2.06	3.46	1.81	2.81	1.69	3.18	1.70

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

towards learning" (difference = 0.65). For both of these facets there was a steady decrease in means as the years of teaching experience increased.

Teaching

The mean for the 11+ group was substantially higher than was the mean for the 2-4 group for "the prospect of classroom teaching as your lifetime career" (difference = 0.66).

Professional Development

The mean for the 11+ group was substantially higher than was the mean for the 2-4 group for "opportunities for useful in-service education" (difference = 0.57).

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.55).

System Practices

The means for the 2- group were substantially higher than were the means for the 2-4 group for "distribution of resources to schools" (difference = 0.84), and for "practices used to transfer teachers" (difference = 0.65).

The mean for the 2- group was substantially higher than was the mean for the 11+ group for "your involvement with decision-making in your county" (difference = 0.79).

Practices of Central Office Personnel

The means for the 2- group were substantially higher than were the means for the 11+ group for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.59), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.55), and for "fairness in treatment of all teachers" (difference = 0.77).

The mean for the 2-4 group was substantially higher than was the mean for the 11+ group for "educational leadership of the superintendent" (difference = 0.57).

The mean for the 2-4 group was substantially higher than was the mean for the 5-10 group for "the extent to which the system works to reduce stress in its members" (difference = 0.91).

Practices of School Boards

The means for the 2- group were substantially higher than were the means for the 5-10 group for the following facets: "clarity of district mission of county board of education" (difference = 0.99), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 1.22), "teacher input into school board policies" (difference = 0.87), and for "the extent to which board members understand the problems faced by teachers" (difference = 1.14).

The mean for the 2-4 group was substantially higher than was the mean for the 5-10 group for "the way in;n which teacher/board collective bargaining is conducted" (difference = 0.64).

ATA Practices

The means for the 11+ group were substantially higher than were the means for the 2- group for the following facets: "the educational activities provided by the local professional development committee" (difference = 0.70), "the way in which the local ATA represents your bargaining concerns" (difference = 0.74), and for "the support given to teachers by the local branch of the ATA" (difference = 0.54).

Expectations and System Response

The mean for the 2-4 group was substantially higher than was the mean for the 5-10 group for "the match between your expectations of the system and the system's response" (difference = 0.66).

School-Community Interactions

The means for the 2- group were substantially higher than were the means for the 5-10 group for "community expectations of teachers" (difference = 0.74) and for "community support of teachers" (difference = 0.51).

Community Attributes

The means for the 11+ group were substantially higher than were the means for the 2- group for the following facets: "availability of facilities in your community for recreation" (difference = 0.69), "opportunity for social relationships in the community" (difference = 1.20), and for "availability of cultural activities in your community" (difference = 0.53).

Societal Attitudes

The mean for the 2-4 group was substantially higher than was the mean for the 2- group for "status of teachers in society" (difference = 0.84). One respondent commented that

> *I'm only in my first full year of teaching and already I feel that the general public views us highly negatively.*

Sex of Principal

To what extent is teacher satisfaction associated with the sex of the principal? Table 7.7 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to the sex of the principal. The two groups were as follows: (a) group 1: male and (b) group 2: female. Table

7.8 shows the mean scores for those facets where a substantial difference (≤ 0.5) occurred between two means.

Professional Development

The means for females were substantially higher than were the means for males for the following facets: "opportunities for useful inservice" (difference = 0.51), "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.54), and for "extent to which staff are granted leave for further studies" (difference = 0.93).

System Practices

The means for females were substantially higher than were the means for males for "the distribution of resources to schools" (difference = 0.51) and for "your involvement with decision-making in your county" (difference = 0.67).

Practices of Central Office Personnel

The means for females were substantially higher than were the means for males for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.90), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.78), "educational leadership of the superintendent" (difference = 1.20), "fairness in treatment of all teachers" (difference = 0.62), "recognition of teacher achievement by the superintendent" (difference = 0.94), and for "the extent to which the system works to reduce stress in its members" (difference = 0.72).

Practices of School Boards

The means for females were substantially higher than were the means for males for the following facets: "clarity of district mission of county board of education" (difference = 0.76), "the way in which

Table 7.8

Mean Satisfaction Scores for Teachers Grouped by Sex of Principal for Facets Where a Substantial Difference ($\geq .0.5$) Occurred Between Two Means

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
Professional Development				
Opportunities for useful in-service education	4.89	1.65	5.40	1.45
Availability of useful advice to assist you with problems you encounter in teaching	4.59	1.60	5.13	1.40
Extent to which staff are granted leave for further studies	4.19	1.66	5.12	1.38
System Practices				
The distribution of resources to schools	4.72	1.59	5.23	1.26
Your involvement with decision-making in your county	3.74	1.61	4.41	1.51
Practices of Central Office Personnel				
The extent to which the system keeps you informed about matters related to your job	4.48	1.71	5.38	1.33
The extent to which you feel that central office administrators are supportive of individual teachers	4.46	1.77	5.24	1.49
Educational leadership of the superintendent	4.26	1.95	5.46	1.44
Fairness in treatment of all teachers	4.36	1.73	4.98	1.62
Recognition of teacher achievement by the superintendent	4.06	1.83	5.00	1.42
The extent to which the system works to reduce stress in its members	3.20	1.88	3.92	1.81
Practices of School Boards				
Clarity of district mission of county board of education	4.32	1.60	5.08	1.33

Table 7.8 (continued)

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
Practices of School Boards (contd.)				
The way in which teacher/board collective bargaining is conducted	3.95	1.92	4.88	1.62
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.44	1.82	4.34	1.63
Teacher input into school board policies	3.28	1.68	4.06	1.69
The extent to which board members understand the problems faced by teachers	2.84	1.76	3.67	1.75
Expectations and System Response				
The match between your expectations of the system and the system's response	3.56	1.64	4.16	1.41

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

teacher/board collective bargaining is conducted" (difference = 0.93), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.90), "teacher input into school board policies" (difference = 0.78), and for "the extent to which board members understand the problems faced by teachers" (difference = 0.83).

Expectations and System Response

The mean for females was substantially higher than was the mean for males for "the match between your expectations of the system and the system's response" (difference = 0.60).

Respondents with a female principal made the following comments:

> *The school principal is the key to job satisfaction.*
>
> *A principal who is supportive and who respects the knowledge and intelligence of her staff is the most important factor in teachers' well-being and hence, job satisfaction.*

Years of Teaching in Present County

To what extend is teacher satisfaction associated with the number of years of teaching in their present county? Table 7.9 (Appendix C) summarizes the mean results for all facets when respondents are grouped according to the total number of years they have taught for their present county. To enable easier representation of data, the categories were collapsed into the following groups: (a) group 1: less than two years ("2-"); (b) group 2: 2-4 years ("2-4"); (c) group 3: 5-10 years ("5-10"); and (d) group 4: 11 or more years ("11+"). Table 7.10 shows the mean scores for those facets where a substantial difference ($\geq$0.5) occurred between two means.

Staff Relationships

The mean for the 5-10 group was substantially higher than was the mean for the 2- group for "your relationships with other teachers" (difference = 0.53).

The mean for the 11+ group was substantially higher than was the mean for the 2- group for "recognition by other teachers in the school of your work" (difference = 0.63).

School Characteristics

The mean for the 11+ group was substantially higher than was the mean for the 2- group for "your involvement with decision-making in your school" (difference = 0.59).

Student-Related Facets

The means for the 2- group were substantially higher than were the means for the 2-4 group for "general behavior of students in school" (difference = 0.62) and for "attitudes of students toward learning" (difference = 0.73).

The means for the 2-4 group were substantially higher than were the means for the 5-10 group for "policy of integration of special needs students into the regular classroom" (difference = 0.80) and for "support services available for integrated special needs students" (difference = 0.91).

Teaching

The means for the 11+ group were substantially higher than were the means for the 2- group for "the prospect of classroom teaching as your life-time career" (difference = 1.01) and for "your job security" (difference = 2.20).

Table 7.10

Mean Satisfaction Scores for Teachers Grouped by Years of Teaching in Present County for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Staff Relationships								
Your relationships with other teachers	5.90	1.48	6.23	0.74	6.43	0.71	6.29	0.96
Recognition by other teachers in the school of your work	4.76	1.57	5.11	1.53	5.13	1.47	5.39	1.30
School Characteristics								
Your involvement with decision-making in your school	5.09	1.64	5.49	1.36	5.45	1.55	5.68	1.30
Student-Related Facets								
General behavior of students in school	5.57	1.24	4.95	1.74	5.17	1.59	5.33	1.47
Policy of integration of special needs students into the regular classroom	5.15	1.53	5.32	1.43	4.52	1.82	4.77	1.78
Support services available for integrated special needs students	5.00	1.74	5.16	1.49	4.25	1.93	4.68	1.76
Attitudes of students toward learning	5.09	1.22	4.36	1.65	4.44	1.78	4.44	1.67
Teaching								
The prospect of classroom teaching as your life-time career	4.90	2.07	5.33	1.88	5.71	1.50	5.91	1.45
Your job security	2.66	1.95	4.04	1.87	4.56	1.81	4.86	1.94

Table 7.10 (continued)

Facet	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development								
Opportunities for useful in-service education	4.80	1.60	4.74	1.72	4.77	1.64	5.29	1.53
System Practices								
The distribution of resources to schools	5.26	0.93	4.52	1.55	4.75	1.60	5.00	1.50
Your opportunity for promotion	3.89	1.69	4.73	1.37	4.50	1.41	4.60	1.52
Your involvement with decision-making in your county	4.25	1.29	4.07	1.55	3.70	1.62	3.95	1.64
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	5.15	1.22	4.84	1.67	4.51	1.69	4.75	1.69
The extent to which you feel that central office administrators are supportive of individual teachers	4.95	1.60	4.92	1.75	4.41	1.79	4.69	1.71
Educational leadership of the superintendent	5.10	1.32	4.83	1.84	4.30	1.99	4.60	1.91
Recognition of teacher achievement by the superintendent	4.35	1.42	4.56	1.79	3.98	1.79	4.39	1.78
The extent to which the system works to reduce stress in its members	3.57	1.71	3.78	1.82	3.03	1.79	3.45	1.95
Practices of School Boards								
Clarity of district mission of county board of education	4.90	1.07	4.63	1.45	4.15	1.52	4.64	1.65

Table 7.10 (continued)

	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of School Boards (contd.)								
The way in which teacher/board collective bargaining is conducted	4.45	1.31	4.26	1.78	3.92	1.95	4.29	1.94
Practices of School Boards (contd.)								
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.15	1.38	3.83	1.65	3.38	1.88	3.75	1.85
Teacher input into school board policies	3.89	1.10	3.63	1.72	3.14	1.65	3.60	1.74
The extent to which board members understand the problems faced by teachers	3.61	1.11	3.48	1.88	2.59	1.69	3.12	1.82
ATA Practices								
The educational activities provided by the local professional development committee	4.94	1.12	5.23	1.20	5.10	1.41	5.56	1.19
The way in which the local ATA represents your bargaining concerns	4.72	1.17	4.98	1.37	5.09	1.44	5.40	1.51
The support given to teachers by the local branch of the ATA	4.70	1.26	5.00	1.25	4.98	1.45	5.36	1.31
The availability of provincial ATA resource people	4.47	0.90	4.94	1.26	4.68	1.35	5.06	1.28
Expectations and System Response								
The match between your expectations of the system and the system's response	4.05	1.19	4.05	1.59	3.37	1.56	3.77	1.64

Table 7.10 (continued)

	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
School-Community Interactions								
The amount of involvement of parents in school activities	4.14	1.35	4.33	1.63	4.21	1.64	4.75	1.56
Community expectations of teachers	4.23	1.33	3.81	1.52	3.71	1.50	4.06	1.52
Community Attributes								
Availability of facilities in your community for recreation	4.90	1.41	5.07	1.44	4.74	1.81	5.43	1.40
Opportunity for social relationships in the community	4.14	1.49	4.52	1.63	4.64	1.40	5.30	1.32
Availability of cultural activities in your community	4.23	1.33	4.63	1.50	4.32	1.79	4.92	1.58
Societal Attitudes								
Attitude of society towards teachers	2.38	1.16	2.91	1.69	2.48	1.51	2.93	1.73

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Professional Development

The mean for the 11+ group was substantially higher than was the mean for the 2-4 group for "opportunities for useful in-service" (difference = 0.55).

System Practices

The mean for the 2- group was substantially higher than was the mean for the 2-4 group for "the distribution of resources to schools" (difference = 0.74).

The mean for the 2-4 group was substantially higher than was the mean for the 2- group for "your opportunity for promotion" (difference = 0.84).

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "your involvement with decision-making in your county" (difference = 0.55).

Practices of Central Office Personnel

The means for the 2- group were substantially higher than were the means for the 5-10 group for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.64), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.54), and for "educational leadership of the superintendent" (difference = 0.80).

The means for the 2-4 group were substantially higher than were the means for the 5-10 group for "recognition of teacher achievement by the superintendent" (difference = 0.58) and for "the extent to which the system works to reduce stress in its members" (difference = 0.75).

Practices of School Boards

The means for the 2- group were substantially higher than were the means for the 5-10 group for the following facets: "clarity of district mission of county board of education" (difference = 0.75), "the way in which teacher/board collective bargaining is conducted" (difference = 0.53), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.77), "teacher input into school board policies" (difference = 0.75), and for "the extent to which board members understand the problems faced by teachers" (difference = 1.02).

ATA Practices

The means for the 11+ group were substantially higher than were the means for the 2- group for the following facets: "the educational activities provided by the local professional development committee" (difference = 0.62), "the way in which the local ATA represents your bargaining concerns" (difference = 0.68), "the support given to teachers by the local branch of the ATA" (difference = 0.66), and for "the availability of provincial resource people" (difference = 0.59).

Expectations and System Response

The mean for the 2- group and the 2-4 group was substantially higher than was the mean for the 5-10 group for "the match between your expectations of the system and the system's response" (difference = 0.68).

School-Community Interactions

The mean for the 11+ group was substantially higher than was the mean for the 2- group for "the amount of involvement of parents in school activities" (difference = 0.61).

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "community expectations of teachers" (difference = 0.52).

Community Attributes

The means for the 11+ group were substantially higher than were the means for the 2- group for "opportunities for social relationships in the community" (difference = 1.16) and for "availability of cultural activities in your community" (difference = 0.69).

The mean for the 11+ group was substantially higher than was the mean for the 5-10 group for "availability of facilities in your community for recreation" (difference = 0.69).

Societal Attitudes

The mean for the 11+ group was substantially higher than was the mean for the 2- group for "attitude of society towards teachers" (difference = 0.55).

Years of Teaching in Present School

To what extent is teacher satisfaction associated with the number of years of teaching in their present school? Table 7.11 (Appendix C) summarizes the mean results for all facets when respondents are grouped according to the total number of years hey have taught in their present school. To enable easier representation of data, the categories were collapsed into the following groups: (a) group 1: less than two years ("2-"); (b) group 2: 2-4 years ("2-4"); (c) group 3: 5-10 years ("5-10"); and (d) group 4: 11 or more years ("11+"). Table 7.12 shows the mean scores for those facets where a substantial difference (≥ 0.5) occurred between two means.

Table 7.12

Mean Satisfaction Scores for Teachers Grouped by Years in Present School for Facets Where a Substantial Difference (≥0.5) Occurred Between Two Means

	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Student-Related Facets								
Policy of integration of special needs students into the regular classroom	4.97	1.55	5.18	1.57	4.51	1.81	4.76	1.81
Support services available for integrated special needs students	4.86	1.72	4.91	1.67	4.23	1.89	4.79	1.75
Teaching								
The prospect of classroom teaching as your life-time career	5.68	1.61	5.39	1.81	5.73	1.51	5.93	1.48
Your job security	3.84	2.25	4.25	1.91	4.51	1.79	4.98	1.95
Professional Development								
Opportunities for useful in-service education	5.13	1.37	4.95	1.64	4.77	1.71	5.29	1.55
Availability of useful advice to assist you with problems you encounter in teaching	4.88	1.49	4.87	1.54	4.38	1.65	4.90	1.49
System Practices								
Your involvement with decision-making in your county	4.24	1.40	4.02	1.67	3.68	1.65	3.93	1.57
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	5.00	1.41	4.99	1.56	4.37	1.79	4.74	1.67

Table 7.12 (continued)

	Years in Present School							
Facet	under 2 years (n=41-45)		2-4 years (n=94-108)		5-10 years (n=123-132)		11 or more years (n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of Central Office Personnel (contd.)								
The extent to which you feel that central office administrators are supportive of individual teachers	5.20	1.37	4.85	1.75	4.30	1.86	4.68	1.66
Educational leadership of the superintendent	5.27	1.45	4.72	1.84	4.22	2.03	4.57	1.90
Fairness in treatment of all teachers	4.86	1.43	4.64	1.78	4.28	1.75	4.55	1.73
Recognition of teacher achievement by the superintendent	4.70	1.39	4.51	1.71	3.93	1.92	4.34	1.77
The extent to which the system works to reduce stress in its members	3.61	1.61	3.62	1.84	3.00	1.88	3.52	1.96
Practices of School Boards								
Clarity of district mission of county board of education	4.97	1.28	4.66	1.47	4.11	1.61	4.61	1.62
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.04	1.47	3.71	1.78	3.42	1.88	3.77	1.86
Teacher input into school board policies	3.86	1.31	3.55	1.68	3.27	1.76	3.52	1.74
The extent to which board members understand the problems faced by teachers	3.28	1.42	3.28	1.85	2.73	1.77	3.12	1.83
ATA Practices								
The way in which the local ATA represents your bargaining concerns	4.97	1.27	5.01	1.46	5.12	1.58	5.53	1.35

Table 7.12 (continued)

Facet	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The support given to teachers by the local branch of the ATA	4.84	1.38	5.04	1.31	5.03	1.48	5.47	1.19
The public relations carried out by the local branch of the ATA	4.69	1.33	4.32	1.53	4.45	1.48	4.88	1.41
School-Community Interactions								
Community support of teachers	4.20	1.39	3.77	1.61	3.68	1.70	3.95	1.59
Community Attributes								
Availability of facilities in your community for recreation	4.86	1.45	5.02	1.56	4.96	1.73	5.50	1.37
Opportunity for social relationships in the community	4.57	1.40	4.65	1.56	4.85	1.40	5.30	1.37
Availability of cultural activities in your community	4.42	1.42	4.56	1.64	4.43	1.75	5.05	1.53
Societal Attitudes								
Attitude of society towards teachers	3.06	1.69	2.64	1.57	2.53	1.54	3.02	1.77

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Student-Related Facets

The means for the 2-4 group were substantially higher than were the means for the 5-10 group for "policy of integration of special needs students into the regular classroom" (difference = 0.67) and for "support services available for integrated special needs students" (difference = 0.68).

Teaching

The mean for the 11+ group was substantially higher than was the mean for the 2-4 group for "the prospect of classroom teaching as your life-time career" (difference = 0.54).

The mean for the 11+ group was substantially higher than was the mean for the 2- group for "your job security" (difference = 1.14).

Professional Development

The means for the 11+ group were substantially higher than were the means for the 5-10 group for "opportunities for useful in-service education" (difference = 0.52) and for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.52).

System Practices

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "your involvement with decision-making in your county" (difference = 0.56).

Practices of Central Office Personnel

The means for the 2- group were substantially higher than were the means for the 5-10 group for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.63), "the extent to which you feel that central office administrators are supportive of individual teachers" ((difference = 0.90), "educational leadership of the superintendent" (difference = 1.05), "fairness in treatment of all teachers" (difference = 0.58), and "recognition of teacher achievement by the superintendent" (difference = 0.77).

The mean for the 2-4 group was substantially higher than was the mean for the 5-10 group for "the extent to which the system works to reduce stress in its members" (difference = 0.62).

Practices of School Boards

The means for the 2- group were substantially higher than were the means for the 5-10 group for the following facets: "clarity of district mission of county board of education" (difference = 0.86), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.62), and "teacher input into school board policies" (difference = 0.59).

The means for the 2- groups and the 2-4 group were substantially higher than was the mean for the 5-10 group for "the extent to which board members understand the problems faced by teachers" (difference = 0.55).

ATA Practices

The means for the 11+ group were substantially higher than were the means for the 2- group for "the way in which the local ATA represents your bargaining concerns" (difference = 0.56) and for "the support given to teachers by the local branch of the ATA" (difference = 0.63).

The mean for the 11+ group was substantially higher than was the mean for the 2-4 group for "the public relations carried out by the local branch of the ATA" (difference = 0.56).

School-Community Interactions

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "community support of teachers" (difference = 0.52).

Community Attributes

The means for the 11+ group were substantially higher than were the means for the 2- group for the following facets: "availability of facilities in your community for recreation" (difference = 0.64), "opportunity for social relationships in the community" (difference = 0.73), and "availability of cultural activities in your community" (difference = 0.63).

Societal Attitudes

The mean for the 2- group was substantially higher than was the mean for the 5-10 group for "attitude of society towards teachers" (difference = 0.53).

Consistency of Assignment With Training

To what extent is teacher satisfaction associated with consistency of assignment with training? Table 7.13 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to consistency of assignment with training. The two groups were as follows: (a) group 1: yes ("consistent") and (b) group 2: no ("inconsistent"). Table 7.14 shows the mean scores for those facets where a substantial difference (≥0.5) occurred between two means.

Student-Related Facets

The mean for the consistent group was substantially higher than was the mean for the inconsistent group for "attitudes of students toward learning" (difference = 0.51).

A mismatch in job assignments may lead, as it did to a respondent of the inconsistent group, to general unhappiness. She wrote that

> *I have always taught language learning and I am not able to in this current situation. I am feeling unhappy in this assignment because of my love for language.*

Table 7.14

Mean Satisfaction Scores for Teachers Grouped by Consistency of Assignment With Training Where a Substantial Difference (≥0.5) Occurred Between Two Means

Facets	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
Student-Related Facets				
Attitudes of students toward learning	4.54	1.65	4.03	1.79
Practices of Central Office Personnel				
The extent to which you feel that central office administrators are supportive of individual teachers	4.77	1.71	4.25	1.74
Educational leadership of the superintendent	4.70	1.87	3.96	1.98
Practices of School Boards				
Clarity of district mission of county board of education	4.61	1.58	4.01	1.39
School-Community Interactions				
The amount of involvement of parents in school activities	4.58	1.55	4.08	1.72

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Practices of Central Office Personnel

The means for the consistent group were substantially higher than were the means for the inconsistent group for "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.52) and for "educational leadership of the superintendent" (difference = 0.74).

Practices of School Boards

The mean for the consistent group was substantially higher than was the mean for the inconsistent group for "clarity of district mission of county board of education" (difference = 0.60).

School-Community Interactions

The mean for the consistent group was substantially higher than was the mean for the inconsistent group for "the amount of involvement of parents in school activities" (difference = 0.50).

Major Teaching Assignment

To what extent is teacher satisfaction associated with a teacher's teaching assignment? Table 7.15 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to their major teaching assignment. The four groups were as follows: (a) group 1: grade 1 and grade 2 ("1-2"); (b) group 2: grade 3 and grade 4 ("3-4"); (c) group 3: grade 5 and grade 6 ("5-6"); and (d) group 4: special education ("special"). Table 7.16 shows the mean scores for those facets where a substantial difference (≥ 0.5) occurred between two means.

Teacher-Principal Relationships

The means for the special group were substantially higher than were the means for the 1-2 group for the following facets: "your relationship with the principal" (difference = 0.56), "the extent to which the principal has trust

Table 7.16

Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment Where a Substantial Difference (≥0.5) Occurred Between Two Means

Facet	Major Teaching Assignment							
	grade 1 and 2 (n=76-86)		grade 3 and 4 (n=81-87)		grade 5 and 6 (n=59-63)		special education (n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
Your relationship with the principal	5.83	1.52	6.01	1.35	6.14	1.10	6.39	0.93
The extent to which the principal has trust and confidence in the teachers	5.77	1.62	6.04	1.28	6.27	0.87	6.37	0.95
Educational leadership of principal	5.50	1.67	5.62	1.61	6.04	1.16	6.00	1.54
The amount of personal support given to teachers by the principal	5.45	1.87	5.62	1.65	6.00	1.05	6.27	1.26
Staff Relationships								
Recognition by other teachers in the school of your work	5.22	1.36	5.19	1.46	5.01	1.49	5.68	1.16
School Characteristics								
Your involvement with decision-making in your school	5.35	1.47	5.45	1.54	5.57	1.16	5.89	1.29
The amount of time expected to be spent on extra-curricular activities	5.44	1.17	5.18	1.55	5.50	1.40	5.68	1.53
Methods used to evaluate teachers	5.06	1.52	5.21	1.54	5.09	1.36	5.56	1.16
Student-Related Facets								
General behavior of students in school	5.04	1.57	5.00	1.66	5.26	1.42	5.64	1.37
Support services available for integrated special needs students	4.48	1.80	4.75	1.71	4.36	1.88	5.63	1.43

Table 7.16 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2 (n=76-86)		grade 3 and 4 (n=81-87)		grade 5 and 6 (n=59-63)		special education (n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teaching								
Your sense of achievement in teaching	6.14	0.86	6.02	1.11	5.71	1.19	6.27	0.89
Intellectual stimulation in your work	5.57	1.21	5.70	1.24	5.37	1.30	6.10	1.12
Your job security	4.56	1.96	4.85	2.00	4.14	1.99	4.68	1.80
Professional Development								
Availability of useful advice to assist you with problems you encounter in teaching	4.52	1.59	4.79	1.57	4.65	1.56	5.19	1.58
Extent to which staff are granted leave for further studies	4.51	1.55	4.38	1.75	4.11	1.88	4.89	1.54
System Practices								
Your opportunity for promotion	4.47	1.33	4.48	1.51	4.33	1.55	4.88	1.48
Methods used in the selection of school administrators	3.92	1.36	4.13	1.29	4.29	1.58	4.63	1.59
Practices used to transfer teachers	3.79	1.42	4.14	1.50	4.14	1.68	4.42	1.69
Your involvement with decision-making in your county	3.50	1.43	4.10	1.62	3.54	1.71	4.25	1.59
Practices of Central Office Personnel								
The extent to which the system keeps you informed about matters related to your job	4.24	1.71	4.87	1.60	4.41	1.69	5.02	1.59
The extent to which you feel that central office administrators are supportive of individual teachers	4.29	1.67	4.71	1.66	4.44	1.81	4.85	1.87

Table 7.16 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2		grade 3 and 4		grade 5 and 6		special education	
	(n=76-86)		(n=81-87)		(n=59-63)		(n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Practices of Central Office Personnel (contd.)								
Educational leadership of the superintendent	4.21	1.65	4.63	1.98	4.09	2.10	5.02	1.88
Fairness in treatment of all teachers	4.22	1.74	4.58	1.69	4.12	1.87	5.04	1.73
Recognition of teacher achievement by the superintendent	3.89	1.56	4.35	1.74	4.00	1.89	4.58	1.72
The extent to which the system works to reduce stress in its members	2.87	1.68	3.52	1.89	3.14	1.94	3.81	1.95
Practices of School Boards								
Clarity of district mission of county board of education	4.26	1.49	4.64	1.54	4.22	1.57	5.02	1.55
The extent to which board members understand the problems faced by teachers	2.56	1.70	3.30	1.84	2.88	1.68	3.50	1.95
Expectations and System Response								
The match between your expectations of the system and the system's response	3.22	1.44	3.96	1.66	3.80	1.56	3.78	1.78
School-Community Interactions								
Community expectations of teachers	3.52	1.54	4.05	1.59	3.87	1.53	4.14	1.53
Community support of teachers	3.51	1.59	4.06	1.68	3.71	1.60	4.14	1.77

Table 7.16 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2		grade 3 and 4		grade 5 and 6		special education	
	(n=76-86)		(n=81-87)		(n=59-63)		(n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Community Attributes								
Availability of facilities in your community for recreation	5.09	1.52	4.89	1.72	5.39	1.46	5.12	1.52

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

and confidence in the teachers" (difference = 0.60), and "the amount of personal support given to teachers by the principal" (difference = 0.82). A number of respondents teaching grade 1 indicated they received

> *no administrative support.*

The mean for the 5-6 group was substantially higher than was the mean for the 1-2 group for "educational leadership of the principal" (difference = 0.54).

Staff Relationships

The mean for the special group was substantially higher than was the mean for the 5-6 group for "recognition by other teachers in the school of your work" (difference = 0.67).

School Characteristics

The means for the special group were substantially higher than were the means for the 1-2 group for "your involvement with decision-making in your school" (difference = 0.54) and for "methods used to evaluate teachers" (difference = 0.50).

The mean for the special group was substantially higher than was the mean for the 3-4 group for "the amount of time expected to be spent on extra-curricular activities" (difference = 0.50).

Student-Related Facets

The mean for the special group was substantially higher than was the mean for the 3-4 group for "general behavior of students in school" (0.64) and than was the mean for the 5-6 group for "support services available for integrated special needs students" (difference = 1.27).

Teaching

The means for the special group were substantially higher than were the means for the 5-6 group for the following facets: "your sense of achievement in teaching" (difference = 0.56), "intellectual stimulation in your work" (0.73), and "your job security" (difference = 0.54).

Professional Development

The mean for the special group was substantially higher than was the mean for the 1-2 group for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.67) and than was the mean for the 5-6 group for "extent to which staff are granted leave for further studies" (difference = 0.78).

System Practices

The mean for the special group was substantially higher than was the mean for the 5-6 group for "your opportunity for promotion" (difference = 0.55).

The means for the special group were substantially higher than were the means for the 1-2 group for the following facets: "methods used in the selection of school administrators" (difference = 0.71), "practices used to transfer teachers" (difference = 0.63) and "your involvement with decision-making in your county" (difference = 0.75).

Practices of Central Office Personnel

The means for the special group were substantially higher than were the means for the 1-2 group for the following facets: "the extent to which the system keeps you informed about matters related to your job" (difference = 0.78), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.56), "recognition of teacher achievement by the superintendent" (difference = 0.69), and "the extent to which the system works to reduce stress in its members" (difference = 0.94).

The mean for the special group was substantially higher than was the mean for the 5-6 group for "educational leadership of the superintendent" (difference = 0.93).

Practices of School Boards

The mean for the special group was substantially higher than was the mean for the 5-6 group for "clarity of district mission of county board of education" (difference = 0.80) and than was the mean for the 1-2 group for "the extent to which board members understand the problems faced by teachers" (difference = 0.94).

Expectations and System Response

The mean for the 3-4 group was substantially higher than was the mean for the 1-2 group for "the match between your expectations of the system and the system's response" (difference = 0.73).

School-Community Interactions

The mean for the special group was substantially higher than was the mean for the 1-2 group for "community expectation of teachers" (0.62) and for "community support of teachers" (difference = 0.63).

Community Attributes

The mean for the 5-6 group was substantially higher than was the mean for the 3-4 group for "availability of facilities in your community for recreation" (difference = 0.50).

ATA Practices

To what extent is teacher satisfaction associated with a teacher holding, or having once held, a position with the local branch of the Alberta Teachers' Association? Table 7.17 (Appendix C) summarizes the mean results for all facets when respondents were grouped according to whether or not they hold, or had held, a position in the local branch of the ATA.

There were no facets for which a substantial difference (≥0.5) occurred between two means.

Summary

As the data in this chapter were reported in summary form, findings will be exemplified by only those facets where a highly significant difference (≥0.7) occurred between two groups and where a number of facets appeared to indicate a possible source of dissatisfaction or satisfaction to a particular group.

Contract Status

There were 37 facets where a substantial difference (≥0.5) in mean scores occurred between two groups.

The means for teachers on a temporary part-time contract were substantially higher than were the means for teachers on a permanent part-time contract for "the amount of personal support given to teachers by the principal" (difference = 1.22), "educational leadership of principal" (difference = 0.84), "clarity of principal's expectations" (difference = 0.70), "the amount of time spent in meetings" (difference = 1.13), and for "the extent to which board members understand the problems faced by teachers" (difference = 1.61).

The mean for teachers on a temporary part-time contract was substantially higher than was the mean for teachers on a temporary full-time contract for "methods used to evaluate teachers" (difference = 0.93) and than were the means for teachers on permanent full-time contracts for "the match between your expectations of the system and the system's response" (difference = 0.93).

The means for teachers on a full-time temporary contract were substantially higher than were the means for teachers on a permanent full-time contract for "the extent to which the system works to reduce stress in its members" (difference = 1.02), "the extent to which you feel that central office administrators are supportive of individual teachers" (difference = 0.91), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.83), and "teacher input into school board policies" (difference = 0.83).

The mean for teachers on a part-time permanent contract was substantially higher than was the mean for teachers on a temporary part-time contract for "attitude of society towards teachers" (0.73) and than were the means for teachers on a temporary full-time contract for "opportunity of social relationships in the community" (difference = 0.75) and for "availability of facilities in your community for recreation" (difference = 0.73).

A teacher on a permanent part-time contract commented that

> *Overall I am very satisfied with my job, mostly because I am lucky enough to be in a job sharing position. I feel the life of a full-time teacher, with a family, can be very stressful.*

Level of Education

There were 26 facets where there was a substantial difference ($\geq$0.5) in mean scores between two groups.

The means for certificate teachers were substantially higher than were the means for the BEd+ group for "the prospect of classroom teaching as your life- time career" (difference = 0.70), "the availability of provincial ATA resource people" (difference = 0.70), and for "availability of facilities in your community for recreation" (difference = 0.71).

The means for the certificate group were substantially higher than were the means for the advanced degree group for "availability of useful advice to assist you with problems you encounter in teaching" (difference = 0.95), "opportunities for useful in-service education" (difference = 0.90), "fairness in treatment of all teachers" (difference = 0.94), and for "intellectual stimulation in your work" (difference = 0.79).

Years of Teaching Experience

There were 32 facets where a substantial difference (≥0.5) in mean scores occurred between two groups.

The means for teachers having taught 2 or fewer years were substantially higher than were the means for teachers having taught for 6-10 years for "the extent to which the principal makes information from central office available" (difference = 0.75), "community expectations of teachers" (0.74), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 1.22) and for "the extent to which board members understand the problems faced by teachers" (difference = 1.14).

The means for teachers having taught 2 or fewer years were substantially higher than were the means for teachers having taught 11 or more years for "your involvement with decision-making in your county" (difference = 0.79) and for "fairness in treatment of all teachers" (difference = 0.77).

Sex of Principal

There were 17 facets where a substantial difference (≥0.5) occurred between two groups.

For all 17 facets the means for those teachers having a female principal were substantially higher than were the means for those teachers having a male principal. Examples are as follows: the means for those teachers having a female principal were substantially higher than were the means for teachers having a male principal for the following facets: "educational leadership of the superintendent" (difference = 1.20), "recognition of teacher achievement by the superintendent" (difference = 0.94), "the way in which teacher/board collective bargaining is conducted" (difference = 0.93), "the extent to which staff are granted leave for further study" (difference = 0.93), "the extent to which the system keeps you informed about matters related to your job" (difference = 0.90), "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.90), and "the extent to which board members understand the problems faced by teachers" (difference = 0.83).

Years of Teaching in Present County

There were 34 facets where a substantial difference (≥ 0.5) in mean scores occurred between two groups. Many facets for teachers having taught less than two years were similar to teachers having taught less than two years in the county. Teachers having taught for 11 or more years in the county had similar responses to those teachers with 11 or more years of experience.

In addition, the mean for teachers having taught 11 or more years with the county was substantially higher than was the mean for teachers having taught for two years or less for "the prospect of classroom teaching as your life-time career" (difference = 1.01).

Years of Teaching in Present School

There were 25 facets where a substantial difference (≥ 0.5) in mean scores occurred between two groups. Many of the results are similar to years of teaching experience and years taught in the county with the exception of facets of Staff Relationships, Teacher-Principal Relationships, and School

Characteristics. No substantial differences occurred when teachers were grouped by years of teaching in present school.

Consistency of Assignment With Training

There were five facets where a substantial difference (≥0.5) between the means occurred.

For all facets the means for teachers whose assignment was consistent with their training were substantially higher were the means for those teachers whose assignment was not consistent with their training.

For example: the mean for teachers whose assignment was consistent with their training was substantially higher than was the mean for teachers whose assignment was inconsistent with their training for "educational leadership of the superintendent" (difference = 0.74).

Major Teaching Assignment

There were 31 facets where a substantial difference (≥ 0.5) in mean scores occurred between two groups.

Teachers teaching special education were more satisfied with 27 of these facets. For example: the means for special education teachers were substantially higher than were the means for grade 1 and 2 teachers for "the amount of personal support given to teachers by the principal" (difference = 0.82), "your involvement with decision-making in your county" (difference = 0.75), "the extent to which the system works to reduce stress in its members" (difference = 0.94), and for "the extent to which board members understand the problems faced by teachers" (difference = 0.94).

The means for special education teachers were substantially higher than were the means for grade 5 and 6 teachers for "support services available for integrated special needs students" (difference = 1.27), "intellectual stimulation in your work" (difference = 0.73), "extent to which staff are granted leave for further studies" (difference = 0.78), and for "educational leadership of the superintendent" (difference = 0.93).

Some differences in overall job satisfaction were highly associated with contract status, years of teaching in present county, years of total teaching experience, and major teaching assignment; moderately associated with level of education, years taught in present school, and sex of principal; slightly associated with consistency of assignment with training; and not associated at all with whether or not a teacher had held, or was holding, a position within the local ATA.

CHAPTER 8

SUMMARY, DISCUSSION, AND IMPLICATIONS FOR PRACTICE

This chapter provides a summary, discussion, and the implications for practice of the findings from this study. Where relevant, comparisons are made with findings from earlier studies.

Summary

This study had two major purposes: (a) to examine the relationships that exist between selected personal and professional demographic characteristics of teachers in county elementary schools with their job satisfaction and (b) to examine which facets, external to the classroom, were perceived to contribute most to the satisfaction and dissatisfaction of these teachers.

Questionnaires were distributed to all 624 teachers in elementary schools in 17 Alberta counties; 421 questionnaires were returned (67.5%). Responses were ranked and compared through statistical analysis of data provided in the questionnaires.

Personal and Professional Profile

The majority of the respondent teachers were female, were over 30 years of age, were married, were currently residing in the county, had two or fewer dependents living at home, had lived in their present residence for two or more years, and had spent the major portion of their childhood in a town or rural area.

Differences in overall job satisfaction were highly associated with number of dependents and marital status; moderately associated with age and location of present residence; and only slightly associated with length of residency, childhood residency, and sex of teacher.

The "typical" teacher had 13.9 years of teaching experience, had a BEd as the highest level of education, was on permanent full-time contract, had taught in the county for 11.1 years, had taught in the present school for 8.3 years, taught the majority of subjects within a graded classroom, was assigned to a position which was consistent with training and experience, had a male principal, and had held, or was currently holding, a position within the local branch of the ATA.

Differences in overall job satisfaction were highly associated with contract status, years of teaching in present county, years of total teaching experience, and major teaching assignment; moderately associated with level of education, years taught in present school, and sex of principal; slightly associated with consistency of assignment with training; and not associated at all with whether or not a teacher had held, or was holding, a position within the local ATA.

Overall and Facet Satisfaction

Respondents indicated, in approximate decreasing order, satisfaction with grouped facets as follows: staff relationships, facets of teaching, principal-teacher relationships, school characteristics, practices of the local branch of the Alberta Teachers' Association, student-related facets, community attributes, professional development, practices of central office personnel, community-school interactions, practices of school boards, system practices, expectations and system response, and societal attitudes.

When all 57 facets were ranked, the facet with highest level of satisfaction was "relationships with other teachers" (mean=6.30). The facet with the lowest level of satisfaction was "society's attitude towards teachers" (mean=2.77). "Satisfaction with your work as a teacher" had a moderate level of satisfaction (5.84).

Discussion

This study yielded a professional and personal profile that confronted some of the stereotypes about rural teachers and the teaching profession. These perceptions have a direct influence on the satisfaction level of teachers; they determine how teachers see their own place within the system. The first section examines those stereotypes which were seen to influence teacher satisfaction.

The second section discusses those professional and personal characteristics which were highly associated with overall job satisfaction.

The third section examines a single general theme that emerged as relevant to the satisfaction of teachers in elementary county schools. This theme can best be expressed by the word *relationships*.

Finally, implications of the general theme are discussed in the context of the theoretical model that directed the approach of this study.

Stereotypical Images

The teaching profession, and particularly the rural teacher, is burdened with stereotypes. These need to be examined in order to determine the validity of the assertions.

"Elementary teaching is essentially a female occupation." In this study, 79.8% of the respondents were female, considerably higher than either the 1991-92 Canadian national average of 60% or the 1991 Alberta provincial average of 62.5% for all public school teachers.

These statistics support Lortie's (1975) assertion that "teaching is [perceived to be] suitable lifelong employment for a woman, but for men it is acceptable primarily 'on the way up' " (p. 9). This seems to be particularly true of county elementary schools.

This disparity among the sexes, especially in elementary schools, has engendered in some males a sense of isolation, as evidenced by one male respondent who commented that

> *I would be happier as a male teacher if there were some more men hired at the elementary level. I am one of two men in a staff with 40 women.*

Overall, male teachers were slightly less satisfied with all facets than were female teachers. The isolation of male teachers in elementary schools may help to explain why many male elementary teachers in county schools find their jobs less satisfying than do female teachers.

"Men administer, women teach." County elementary schools appear to support the stereotype that "men administer, women teach." Of the 50 principals in this study, only 18% were women. Counties, however, are not behind the times as this percentage is relatively consistent with the provincial average of 20% and the national average of 21% as reported by Statistics Canada (1990, pp. 36-37). These statistics support the conclusion of Freedman, Jackson, and Boles (1982) that there is a skewed percentage of men in administrative positions (p. 17).

There was no indication in the written responses that women teachers felt that the situation should or could be rectified. This finding and the following comment appear to give general confirmation to Biklen's (1986) finding that women elementary teachers tended to focus on becoming great teachers, not on moving into administrative posts (p. 508). As one said,

> *I love being a teacher. I would like to be a better teacher.*

It also may reflect that, to elementary teachers, male administrators are a part of the reality of organizational life which they rarely question. Or, as Nixon (1975) found, they may believe that because school boards prefer male principals (p. 176), it would be unrealistic to aspire to an administrative position.

One fourth of the teachers, however, were dissatisfied with the methods used in the selection of school administrators. This supports the finding of McKee et al. (1983) that current methods used in promotion were a source of dissatisfaction to rural teachers (p. 10).

"Women make poor administrators." Respondents with female principals had higher mean scores for all but five facets than did respondents with male principals. Also, the satisfaction levels for teachers with a female principal were substantially higher for many facets concerning system practices, practices of central office personnel, school board practices, and expectations and system response than were the satisfaction levels for teachers with a male principal.

Female administrators may therefore tend to engender in teachers a more positive viewpoint towards aspects of the county system. For example, teachers with a female principal had a substantially higher mean than did teachers with male principals for the facet "the way in which consultation between board and teachers concerning working conditions is conducted during the year" (difference = 0.90).

Within the limits of this study, the stereotype of women as poor administrators would appear to be invalid. In fact, they may be able to perceive, interpret, and present the system in such a way that teachers feel a closer alignment between their expectations and the system's response.

"County teachers tend to be less educated than other teachers." In this study, 87.1% of the county teachers had a BEd, while 5.9% had a master's or doctorate. *Education in Alberta* (1991) reported that 85.7% of Alberta teachers had a BEd; 11.9% had a master's or doctorate (p. 76).

With the exception of the percentage of teachers with master's or doctorate degrees, the level of education of county teachers compared favorably with the provincial level. However, the following written comments suggested that county teachers felt they lacked the professional development and resource opportunities available to many urban teachers.

> *We need more consultants like in [an urban center] to offer help and teacher instruction.*
>
> *We need to update equipment to put our kids on par with city schools.*
>
> *Much of our funding and budgeting is considerably less than in urban areas, therefore the resources and tools are also considerably less.*

One fifth of respondents were dissatisfied with "opportunities for useful inservice education" (20.7%) and with the "extent to which staff are granted leave for further studies" (20.2%).

"County teachers are less open to change." Lam (1989) concluded from his study that change in rural districts was more disruptive and more complex as there were fewer system resources available to aid implementation of change (p. 17). One quarter of respondents were dissatisfied with the "availability of useful advice to assist you with problems you encounter in teaching" (24.3%). Further, teachers made the following comments regarding change:

> *It would help if our curriculum designers would stop worshipping every new fad coming out of the USA and stop dreaming that achievement testing is going to guarantee quality education. In reality, it is leading to "teaching to the test," not teaching research and communication skills, teamwork, or a host of other objectives required in today's world.*
>
> *I would be very happy if I could just teach, without having a thousand new programs, theories, and educational philosophies thrown in my direction every five minutes. We need to quit experimenting every year with new programs.*

"Teachers living in county communities tend to be very mobile because the community has little to offer teachers." In this study, teachers who had lived in their current residence for 11 or more years formed the largest group. In contrast, the smallest group were those teachers who had lived in their current residence for less than two years. Overall, nearly 50% of the teachers living in the county were moderately to highly satisfied with "opportunities for social relationships in the community" and "the availability of cultural and recreational facilities."

Teachers who had lived in their present residence for 11 or more years tended to be substantially more satisfied with these two facets than were teachers in the other groups. On the whole, however, length of residency was found to be only slightly associated with job satisfaction for, as one respondent commented,

> *I have worked in a major urban center and I would rather work in a rural area. I don't think, at this time, that location is the cause of dissatisfaction but changes, lack of respect, and the problem of special needs students are the cause.*

"Small-town living is professionally isolating." The majority of respondents lived either in the same town in which they taught, on an acreage or farm, or in a nearby hamlet. They had substantially higher mean scores than did teachers in the other groups for satisfaction with "their work as a teacher" and "their sense of achievement in teaching." However, teachers living in the same town as the school had substantially lower mean scores than did teachers living in a larger centre in the county for all facets of practices of central office personnel and practices of the school board.

Small-town or rural living appeared to make a positive contribution to some aspects of a teacher's professional life. However, it appeared to be a detriment when practices of central office and school board were considered.

The impact of location is exemplified by the facet "recognition of teacher achievement by the superintendent," for which the mean steadily decreased as follows: teachers living in a larger centre in the county (4.92), living in a hamlet or farm/acreage near the school (4.46), living outside the county (4.35), and living in the same town as the school (3.96). A respondent living in the same town as the school provided this comment regarding location and how it affected activities:

> *Although I enjoy living and working in a small town it does have its problems--one seldom addressed is the 'time' factor. We do not have curriculum development committees as do the larger centers so rural teachers must develop their own units in all subject areas. There is no school time slotted for this, staff meetings, committee meetings, parent meetings, etc. Many times we feel swamped or buried under too heavy a load. The public here are not strangers to us and even leisure time is fair game for impromptu interviews, etc. Resources readily available are not plentiful so it takes more time to do everything. We must travel to other centers for meetings, conferences, materials, etc., all on our own time.*

"A teacher needs to be 'born and bred' in the country in order to be happy as a county teacher." For only six facets out of 57 were the means for teachers who had spent the major portion of their childhood in a rural area or town substantially higher than were the means for teachers with an urban background.

These facets were clarity of district mission and school goals, the superintendent's educational leadership, job security, general behavior of students in school, and the public relations carried out by the local ATA. These facets would seem to offer some support for Sher's (1983) conclusion that teacher commitment to, and understanding of, a rural community's educational system is somewhat related to previous experience of living in a small rural community (p. 260). On the whole, however, there appeared to be only a slight association between childhood residency and job satisfaction.

Written comments from respondents tended to link job satisfaction to individual perceptions, rather than attributing it to their backgrounds, as shown by the following comment from a teacher whose background was a small town in an eastern province:

> *I feel that, in teaching, job satisfaction is highly dependent upon the individual teacher. His/her attitude towards students, staff, and administration is quite reflective in the class, school as a whole, and the community. Satisfaction within yourself often equals job satisfaction.*

"Teachers in county elementary schools often have job assignments inconsistent with their training." In this study, 84.0% of respondents reported that their assignment was consistent with their training.

In 1975-76, as reported in Holdaway's (1978) study, 86% of Alberta teachers' assignments were consistent with their training (p. 43). It would appear that little has been done in the interim to improve the match between the assignments and the training of a substantial number of teachers, especially at the county level.

However, county teachers, as Fennell (1990) pointed out, may expect broader professional responsibilities and may even perceive them as a challenge (p. 12). One respondent wrote that

> *I am very satisfied with my current position and feel that as a 'specialist' at the elementary level I can do a better job and can help others to do a better job. I have some, but very little, training in this area but I find it rewarding to learn more as I go along. I love this job that I got because no one else wanted it--that's what it is to be suited for a position I guess.*

"County elementary schools do not have the personnel to adequately support special needs students." There has been a growing need for support services for special needs students. Holdaway (1978) reported that in 1975-76 only 5.2% of Alberta teachers indicated special education as their primary assignment. Considering only teachers who taught special education and grades 1-12, *Education in Alberta* (1991) identified approximately 9% of Alberta public school teachers as full-time special education teachers (p. 75). In this study, 11.4% of teachers indicated their primary assignment was special education.

Counties, like other provincial school systems, have improved the support systems for special needs students in the last two decades. Also, the percentage of teachers designated as full-time special education teachers in this study was above the current provincial average.

In spite of the increasing support for special needs students, many teachers expressed frustration with the inclusion of special needs students in the classroom, as shown in these remarks.

> *Special needs students in regular classrooms create a loss of quality teaching time for the majority of other students.*
>
> *Teachers with a higher percentage of special needs students should be given some form of compensation--a bonus in salary, increased preparation time, or a combination of the above. The addition of teacher-assistants and resource teachers is beneficial, but it does not satisfactorily alleviate the added stresses and responsibilities these teachers have to deal with.*

Professional and Personal Characteristics

Professional and personal characteristics, such as the number of dependents, marital status, contract status, years of experience, and major teaching assignment, were all highly associated with overall job satisfaction.

Number of dependents. When all facets were considered, teachers with four or more dependents tended to be less satisfied than other groups; conversely, teachers with no dependents tended to be more satisfied. This supported Spencer's (1984, 1985) observations that home and school events were ever-present realities regardless of differing contexts; that the multiple responsibilities of home and school complicated the lives of married teachers who had children because they had more people and events to contend with; and that the more complicated home lives affected teachers' school lives in several ways. Dependents with children had these comments:

> *Time--the perennial problem. No matter how much you do, you always have the feeling that you could/should do more. A committed teacher, I think, has a tough time trying to balance his/her professional life and family life. The more dedicated one is the more pressure one feels to be all things to all people.*
>
> *I'm always juggling my family time and my school time. I always feel behind.*
>
> *More flexibility is needed regarding sick days for teachers who are parents. It's very difficult being put in a position where I have to lie if my child is sick, or lose pay.*
>
> *Be more flexible when staff need critical time off for family matters which do not fall "exactly" under any of the absence clauses. Trust, respect, and helpfulness need to be modeled here more.*

What appears to be an anomaly, however, is the finding that teachers with two or three dependents were more satisfied than were teachers with no dependents, one dependent, or four or more dependents for 14 of those facets where a substantial difference in means occurred between the groups.

Marital status. Single teachers and divorced teachers tended to be more satisfied with those facets where a substantial difference in means occurred between two groups; conversely, teachers living with a significant other were the least satisfied. For example, for the facet "the match between your expectations of the system and the system's response," the mean scores were as follows: divorced (3.90), single (3.90), married (3.71), and living with a significant other (3.20).

Married teachers, especially those with a family, expressed some difficulty with achieving a balance between home and school.

> *Now that I have a family I really notice the lack of preparation time at the elementary level.*

Contract status. Contract status was also highly associated with overall job satisfaction. Teachers with part-time temporary contracts were generally more satisfied than were all other groups with those facets where there was a substantial difference in means between two groups.

> *In a way I feel that teachers have done themselves a disservice over the years to perpetuate the myth that there is no limit to what we can do as classroom teachers. We take on more responsibility assuring the public we are meeting the needs of all students when in reality we are not and cannot. We do the best we can but . . . I feel there is a lack of honesty and a lack of support to encourage honesty. For me, personally, I work half-time. I have more time and energy to do a decent job when I'm at school. I know if I worked full-time I would not be nearly as effective as I am. And because job satisfaction is important to me I would be even more unsatisfied than I am.*
>
> *I now teach part-time and I find I have enjoyed teaching more since I left the hassles of full-time work.*

Respondents' comments also supported the view that, for women with families, part-time temporary contracts may make it easier for them to work out a balance between family and career commitments.

> *I find teaching very stressful, especially when I work full-time. I do not see myself teaching for my lifetime career. This has a lot do with the fact I have a young family and that expectations get more difficult to meet.*

However, some respondents expressed the concern that hiring practices did not favor those teachers who had, while their families were young, either quit or taken part-time contracts.

> *The system should make a concentrated effort to rehire those teachers who have ceased teaching, or who were teaching part-time, in order to raise a family.*

Full-time teachers rarely had a higher level of satisfaction with facets than other groups. It may be that societal attitudes and expectations are decreasing the satisfaction of full-time teachers.

> *I don't mind spending 2-3 additional hours every evening marking and preparing unit and lesson plans and I don't mind spending time on these activities on weekends. But I resent people's attitudes in the community who feel that my job is from 8:30 to 3:30 and full of holidays. I'd like to stop being a scapegoat for public dissatisfaction.*
>
> *Teaching the regular curriculum is a full-time job yet teachers are now being asked to fulfill many obligations which at one time were considered the parents' responsibility.*

Teaching experience. The results for years of teaching experience in the present county and for total years of teaching experience were similar. Both tended to be highly associated with overall job satisfaction.

The group of teachers who had taught for fewer than two years tended to have higher means than did teachers with two or more years of experience for those facets where there was a substantial difference in means. This would appear to support the contention of Freedman et al. (1982) that "teachers who one by one enter the profession remain largely unaware of the institutional nature of school systems" (p. 57). Young teachers, or teachers new to the system, did, however, express concern with personal support and professional development.

> *A mentor program for beginning teachers is essential. Support and assistance offered by a colleague is necessary, even for the experienced teacher who has transferred from another system or school.*

Teachers with 5-10 years of experience tended to be less satisfied than other groups. Rottier et al. (1983) speculated that many teachers have a naive "act of faith" in the system, only to become disillusioned with the system as they grew older (p. 78).

Teaching assignment. When all facets were considered, special education teachers tended to be more satisfied than all other groups. For those facets where a substantial difference occurred between two means, grade 1 and 2 teachers tended to be the least satisfied. This is an area worth further investigation as respondents' comments gave limited insight into this finding.

General Theme

A single underlying theme relevant to job satisfaction of teachers emerged from this study which could be summed up in one word--**relationships.** Teachers' job satisfaction, it appeared, was more influenced by teachers' relationships with people than it was by either system policies or practices. An examination of teachers' professional relationships included the following: staff, administrator, students, superintendent, school board, Department of Education, and the local ATA. Also, community relationships and teachers' perception of their relationship with society were examined.

Staff relationships. This study showed that social and professional relationships with other teachers were a primary source of satisfaction for the majority of the respondents. The exceptions were young teachers with less than two years of experience. For most, however, as for the following respondent, relationships with other teachers contributed greatly to overall satisfaction.

> *Our school is a small school with a "homey" atmosphere. The attitude of staff and principal is tops. There is much sharing of materials, cooperative planning, and friendship.*

This was similar to the findings of Holdaway (1978), Haughey and Murphy (1983), and Greathouse et al. (1992).

Additionally, Schmidt (1980) suggested out "that poor interpersonal relations lead to job dissatisfaction and a tendency to leave the job" (p. 85). Respondents in this study who were not satisfied with their peer relationships offered the following reasons: (a) lack of communication among staff, (b) lack of equal work and effort by all colleagues, (c) lack of professionalism by some staff members, (d) lack of professional and social diversity on staff, and (e) lack of social activities for staff.

Relationship with the principal. Teachers' relationship with the principal, the principal's trust and confidence in the teachers, and the amount of personal support given to teachers by the principal were among the 10 facets which had the highest mean satisfaction scores. One respondent wrote that

> *I love teaching and the school I'm at definitely affects this--particularly the principal's support and confidence in me.*

The writings and research of Brissie et al. (1988), Shreeve et al. (1987), and Goodlad (1984) also support the finding that the school principal is very important in maintaining a school climate that contributes to teacher satisfaction.

In this study, teachers who appeared to have experienced some form of negative professional and personal bias from their administrator tended to be those who were on part-time temporary contracts, those living with a significant other, those with four or more children, and those teaching grades 1 and 2.

Also, approximately 12% of the teachers were dissatisfied with the educational leadership and clarity of expectations of the principal. This may reflect, as Barth (1986) pointed out, the increasing strain on the relationship between teacher and principal due to the "growing emphasis on teacher accountability, pupil minimum competence, parent involvement, and collective bargaining" (p. 472).

Respondents' suggestions for maintaining and improving the quality of the teacher-principal relationship included these matters: (a) evaluation of principal by staff, (b) lack of support for term contracts for administrators as these have generally weakened their advocacy of the teachers in their school, (c) principals should have a large say in the hiring of staff for their schools, (d) there should be a common philosophy on important issues such as discipline, (e) standards for hiring administrators should be clearly defined and adhered to, (f) principals should be evaluated as regularly as are teachers, (g) staff should some input into choosing administrators for their schools, (h) principals should always ask for teacher input when there are decisions to be made concerning the running of the school, (i) principals should treat all staff equally, and (j) principals should be knowledgeable about evaluation procedures.

Student relationships. The majority of respondents were only slightly satisfied with student behavior and students' attitudes toward learning.

> *It is so frustrating when children have poor attitudes and they openly claim that their parents agree with them. How can we teach them anything when they know our hands are tied? No withdrawal of privileges is strong enough anymore for some of these students.*

> *They laugh in our faces. They are afraid of nothing and they just don't care. What's worse, they infect the rest of the class with disruptive behavior. Sometimes I feel that this could cause me to change my career.*
>
> *I love teaching and I feel I've given it my best and made personal sacrifices to be a good teacher. However, I feel more and more stressed as the number of discipline problems increases and I'm especially frustrated by the lack of support of the parents. I feel more and more defensive as parents feel it is necessary to defend their children regardless of their conduct toward authority.*

Teachers with less than two years of experience in the county had higher means for both facets. A respondent with two years of teaching experience wrote that

> *The school is in a small rural town and I feel the students are generally very good compared to some urban schools I have been at and heard about.*

However, the overall percentage of respondents who were satisfied with student behavior was higher than in Holdaway's study (1978) of Alberta teachers nearly two decades ago. This may be due to a shift in teachers' expectations, rather than to actual student behavior.

Respondents, in their written comments, identified student growth, progress, and feedback as the major contributor to their overall satisfaction as teachers. This supports Lortie's (1975) conclusion that, for teachers, "craft pride is centered on instructional outcomes and relations with students" (p. 131).

> *My satisfaction comes from my relationship with children and their achievements. I try to block out everything else around as this job becomes more stressful every year.*

The majority of respondents' suggestions for improving teacher-student relationships revolved around discipline policies. Many felt that not only did teachers need support in discipline matters, but that counties, as well as schools, needed to develop clear and consistent discipline policies and enforce them. Also, some respondents felt there was a need to form special classes for students with extreme behavioral problems.

When relationships with special needs students were examined, over one fourth of the respondents were dissatisfied. Typical of many is the following comment:

> *I'm very dissatisfied with the way the average and above average students are suffering due to weak and special needs students being in the classroom.*

Teachers expressed concern with the lack of practical support services for special needs students in the classroom.

Relationship with the superintendent. Nearly half of respondents were dissatisfied with the support of, and recognition by, the superintendent. Least satisfied were those teachers who resided in the same town as their school, those with male principals, those with 5-10 years of county experience, and those who taught grades 1 and 2. One third of the teachers were dissatisfied with "fairness in treatment of all teachers." Over one fourth were dissatisfied with the educational leadership of the superintendent. Least satisfied were those teachers who had male principals and those who had 11 or more years of experience.

Overall, the majority of comments from respondents exemplified teachers' perceptions that central office personnel were much more concerned with politics than with education. Dissatisfaction also centered on their lack of visibility. As one respondent said,

> *County administrators should visit individual schools and classrooms more frequently just to discuss "job satisfaction"--not just come out when trouble erupts.*

Several comments, such as "the unnecessary stress imposed by superintendent," supported Murphy's (1991) contention that superintendents and their bureaucracies are sometimes viewed as part of the problem, not as part of the solution (p. 511). For example, in this study over half of the respondents were dissatisfied with "the extent to which the system works to reduce stress in its members."

Teachers' suggestions for improving relationships were as follows: (a) superintendents should become more involved in each individual school, (b) central office should behave as though we are all on the same team, (c) central office should be publicly more supportive of teachers, (e) central office personnel should have to go back to the classroom every five years so they can understand the realities of teaching, and (f) central office needs to be "thinned down" as too many counties are top-heavy with administration.

Relationship with school boards. Relationships with school boards revolved around bargaining, consultation about working conditions and policies, support for teachers, and teacher input into decision-making in the county. Less than half of the respondents were satisfied with these aspects of school board relationships. This was similar to Holdaway's (1978) findings.

Haughey and Murphy (1983) noted that rural boards may be a source of dissatisfaction to teachers. For example, the facet "the extent to which board members understand the problems faced by teachers" ranked 55 when all facets were listed in descending order by mean satisfaction. It would appear that in two decades there has been little or no improvement in teacher-school board relationships.

Also, Alluto and Belasco (1973) and Shreeve et al. (1987) found that many teachers in rural districts feel decisionally deprived. In this study, "teachers' input into school board policies" ranked 52, and only 35% of respondents were satisfied with "your involvement with decision-making in your county."

Least satisfied with practices of the school board were those teachers with a permanent full-time contract, those with 5-10 years of county experience, those with male principals, and those living in the same town as the school.

Moreover, Murphy (1991) reported that rural teachers, on the whole, perceived that boards played a greater part in their professional life than did the superintendent (p. 510). Certainly, in this study, respondents wrote many more comments about the school board than they did about the superintendent or central office personnel.

Respondents' concerns centered on the way in which school board members were selected, their lack of qualifications, their lack of interest in, and understanding of, educational matters, their adversarial stance towards teachers, and teachers' lack of input into decisions that affected their work in the classroom. The following comments exemplify teachers' concerns and suggestions.

> *School board members do not take the initiative to visit and learn about the unique programs available in our school. More effort to become familiar with the education taking place in all schools in the county should be a priority.*
>
> *Restructure school boards so that teachers can have input into decisions affecting us. Make sure the people on the county school board know something about education instead of just building roads and hauling gravel. Listen to teachers' concerns and bargain in good faith.*
>
> *Change the way school board members come into power! Much of our school board is an "old boys" club who know nothing about the current educational scene, nor will they come to schools to find out. Their attitude is critical, judgmental, and negative.*

> *Get rid of the county system and move to elect school board members concerned with schools. Most of our members have neither children nor grandchildren in the system and have no real idea of education in the 90s. They are automatically on the school board after being elected whether their main concern is roads, culverts, or children. County systems are archaic and fail to recognize changes.*
>
> *As we are the ones doing the job of teaching in the classroom we have a good, if not better, idea of where changes, cuts, etc. could be made. All this would lead to more job satisfaction if we could feel that they are at least listening to us!*

Relationships with the Department of Education. Respondents wrote of the frustration they felt with the Department of Education regarding provincial examinations for elementary students and curriculum changes.

> *The part of my job which causes the most frustration is constant curriculum changes which seem meaningless. It seems like it is change just for the sake of change and a justification for positions in the Department of Education.*
>
> *The tremendous pressure teachers are under to have students perform well on provincial achievement exams is detrimental to students and teachers alike. They help no one and do not promote the goal of high student achievement. They could lead to burnout of honest teachers.*

Another area of concern for many respondents was the lack of useful advice and appropriate inservicing for curriculum changes.

> *They expect us to implement "innovative new ideas" from the Department of Education with **no** inservice, extra money, or time!*

Respondents made the following recommendations: (a) that teachers should be given more time and encouragement to work together, (b) that inservices should be provided on curriculum changes prior to implementation, (c) that there should be more time allowed for conferences, and (d) that there should be less testing, especially at the provincial level.

Relationships with the local ATA. Teachers were slightly satisfied with the support given to teachers, the educational activities of the professional development committee, and the bargaining carried out by the local ATA. Teachers were less satisfied with the public relations carried out by the local ATA. On the whole, older, more experienced teachers tended to be more satisfied than were younger, less experienced teachers with these facets.

The lack of comments by respondents on this matter can only leave the writer to speculate from the data. Perhaps locals should inquire as to what younger teachers want or need from their association. Locals may also need to examine the amount or type of public relations they undertake.

Relationships with the community. Relationships with the community were examined in light of parent involvement and community expectations and support of teachers. A slight majority of the respondents felt that the amount of parent involvement was satisfactory. The written comments indicated that teachers who were not satisfied felt this way because there was either too little or too much parental involvement.

> *I am dissatisfied with the lack of parent involvement in discipline matters and in their children's education.*
>
> *Pressure from parents who have unreal expectations.*

Further, many teachers felt that parents were not as supportive as they once were.

> *It used to be that parents supported the teacher in discipline matters. Now it's threats to sue the teacher instead. What a sad state of affairs.*

Some respondents also felt that parents were not fulfilling their parental responsibilities.

> *So many job-related frustrations are outside of the area we have control over. Many parents lack the most basic parenting skills. Our*

> *classrooms are bulging with children who need counseling, lunch, adequate clothing, and no doubt this is about to get much worse! The time spent actually teaching becomes less and less.*
>
> *Children have not changed very much over the years, but parents have. Many children are not getting the sense of security, belonging, permanence, and love which they really do need to develop and achieve according to their potential.*

Community support and expectations were a source of dissatisfaction to more than half of the respondents in this study. Also, these two facets were among the lowest 10 when all facets were ranked in decreasing order of satisfaction. It may be, as Haughey and Murphy (1982), Massey and Crosby (1983), and Anderson (1991) noted, that teachers in smaller communities are "on show" and may feel constrained by the close scrutiny of other residents. One respondent provided this assessment:

> *Understand that teaching in a rural school is different than in an urban school. Many factors affect teachers in rural settings. Support is needed in areas of time management, stress management, etc. Teachers in a rural setting live in a "fishbowl." Therefore personal support must given to teachers.*

Close community relationships appeared to be a particular source of dissatisfaction to teachers with four or more dependents, teachers with 5-10 years of county experience, and grade 1 and 2 teachers.

One the other hand, some respondents recognized, as did Fennell (1990), that "rural school situations also have greater potential for community involvement in school affairs [as well as] closer relationships between . . . teachers and parents" (p. 12).

> *I have felt very fortunate to have had an opportunity to serve my community and work in many different ways with boys and girls from grade 3 to grade 12. Overall, I have found the community very supportive of what I am trying to achieve in teaching.*

> *Having worked in an urban center I am able to compare both. I do prefer rural life and teaching!!*

Teachers recommended that (a) parent involvement be appropriate, (b) systems clearly delineate parental responsibilities, (c) schools start saying "no" to excessive demands that are not appropriate to education and educators, and (d) public awareness needs to be raised as to the reality of what goes on in classrooms today.

Relationships with society. A decade ago, McKee, Haughey, and Murphy (1983) reported that "over a third of the rural teachers expressed some dissatisfaction with the status of teachers in society, the attitude of society towards education and the attitudes of parents towards education" (p. 7). Teachers' perceptions of their status in society, of society's attitude towards educators, and parents' attitudes towards education were also primary sources of dissatisfaction to the respondents in this study. However, in comparison to the findings of McKee, Haughey, and Murphy (1983), over half of the respondents in this study were dissatisfied with these facets. Lam (1989) conjectured that the worsening of the rural economy is resulting in a greater public scrutiny of rural schools (p. 18).

Many teachers in this study considered that they were not being valued for the work they do. The resulting comments expressed feelings of discouragement, anger, and sadness. There were so many poignant comments that further discussion and recommendations are not necessary; the words of the respondents themselves suffice:

> *I love my job. I love working with children and I would like to be able to do my job without all the other million things we have to do too. Just let us teach! I really am not dissatisfied with my job--just discouraged. I feel that my colleagues and I are doing a great job of "the most important job in our society" but we get criticized every step along the way. I don't know how we get the public to realize that*

> *we are not underworked and overpaid but it is really discouraging to hear that comment over and over again. If they only knew!*
>
> *I feel the educational system is at a crossroads. With funding cuts looming over us, we, as teachers, face challenges with respect to meeting student needs with fewer resources. If the government plan for education includes deregulation of the teaching profession, I see a mass exodus of certified teachers toward private schools or other parts of Canada or the world.*
>
> *My teaching years have shown a lot of changes--most of them for the better but I do not feel I'm in a respected profession. If I could do something different in these changing times I would in a minute even though I love to teach kids and am proud of the job I do.*
>
> *Demand that education be compensated to reflect the value it adds to local, provincial, and federal economies. Governments like the present one should "put their money where their mouth is." If education is so important let teachers' training, working conditions, salaries, support services, etc., reflect that importance. Do not relegate schools to the status of glorified baby-sitting. Return more decision-making to the professionals, not to politicians and special interest groups.*
>
> *This government gives a great deal of "lip service" to the importance of education but when it comes down to funding education in the rural areas there seems to be little real importance placed on it--and this from a government which has been dominated by rural concerns!*
>
> *As long as teachers are put up as scapegoats to society's ills there is no job satisfaction.*

Implications

Several implications for theory, practice, and research were identified in the findings and foregoing themes derived from this study.

Implications for Theory

When asked to assess "the match between your expectations of the system and the system's response," nearly half (44.3%) of the respondents felt that their expectations were inadequately met by the system they worked in. Yet, 91.5% of respondents were satisfied--slightly, moderately, or highly--with "your overall level of satisfaction with your work as a teacher." Respondents seemed to be "perceptually processing" the various facets of their job into those that supported their personal values and those that met their work values or expectations (Figure 2.2).

It would appear that teachers felt that their personal values were being fulfilled through their relationships within the school, and to some extent, their local ATA. Positive relationships resulted in feelings of achievement and stimulation, which, in turn, led to a high degree of overall job satisfaction (Figure 8.1).

> *Teaching is a great profession but one which requires a lot of planning and energy. One must enjoy working with children in order to be fulfilled with the job.*
>
> *Teaching is tough but at the same time I cannot think of a more exciting, demanding, and rewarding profession.*
>
> *The money has little to do with job satisfaction for me. I enjoy the interaction with students and colleagues. It's a great way to spend a career!*
>
> *I love working with kids. Teaching motivates me because of the people, the challenges, and the changes. There is no time to be bored.*

Work values, on the other hand, appeared to be identified with the relationships that teachers had with central office personnel, school board trustees, Department of Education, and to some extent, the community and society. Work values led to a set of expectations about these relationships and the resultant attitudes, practices and policies. The degree to which expectations (work values) were fulfilled was also perceived as part of job satisfaction (Figure 8.1).

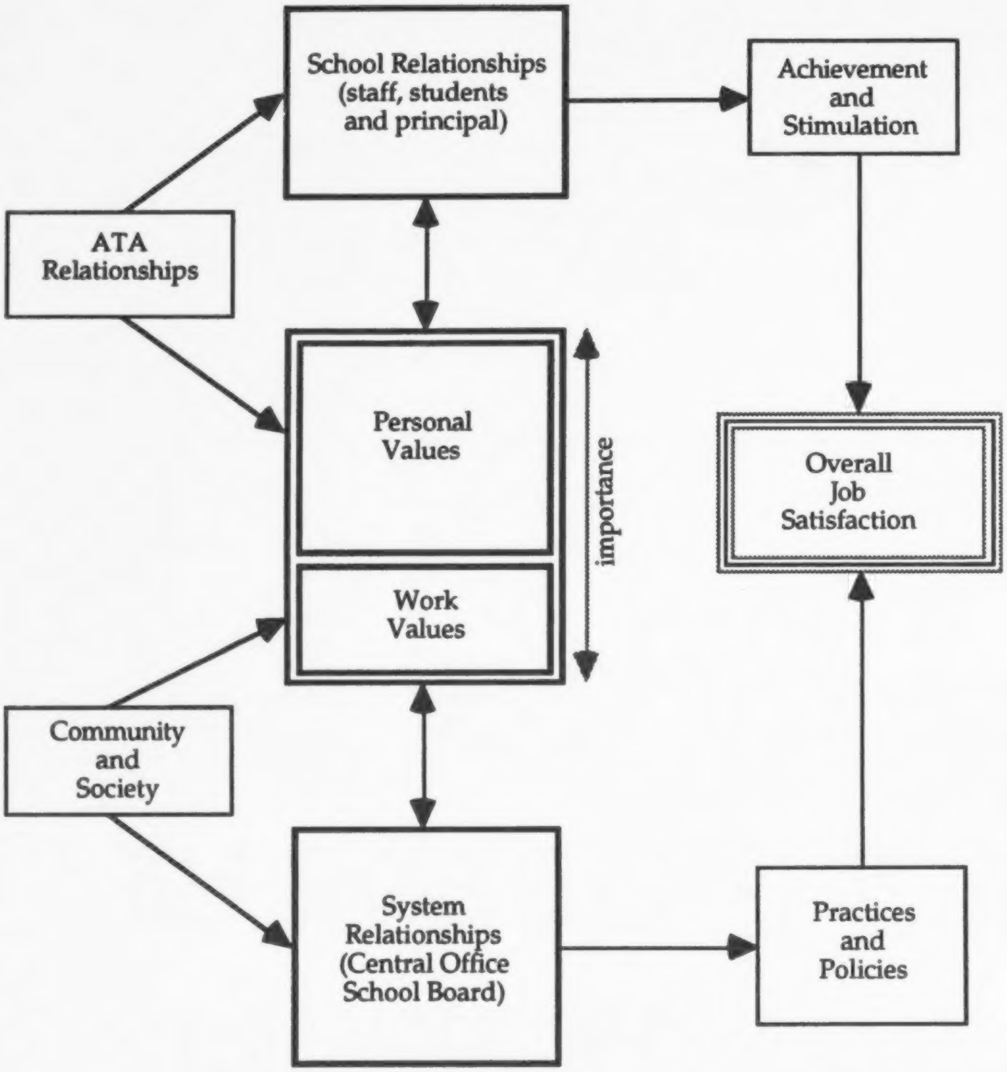

School Relationships (staff, students and principal)
Achievement and Stimulation
ATA Relationships
Personal Values
Work Values
importance
Overall Job Satisfaction
Community and Society
System Relationships (Central Office School Board)
Practices and Policies

Figure 8.1

Linkages Between Values, Relationships, Achievement and Stimulation, Policies and Practices, and Overall Job Satisfaction

> *Now is a bad time to be asking about job satisfaction because of the government cutbacks in funding, regionalization, talk of vouchers, charter schools, parent councils, accountability, increased student evaluation, etc. My colleagues and I are as stressed as we have ever been. Will we continue to have a job? What will be our wages and benefits? Will all students be mainstreamed? How will funding be obtained for needed resources? The future seems pretty bleak for teachers and teaching. Many of us would get out if we could--but to what?*

> *Job satisfaction is influenced also by how society looks upon education. I don't feel recognized or appreciated for the work I do by the general public. News reports that say that teachers are overpaid infuriate me.*

However, for most respondents, overall job satisfaction depended to a greater degree on achievement of personal values than on the fulfillment of work values. For, as Hofstede (1980) pointed out, "our values are mutually related and form value systems or hierarchies, but these systems need not be in a state of harmony: Most people simultaneously hold several conflicting values" (p. 19).

The findings in this study also supported Chan-Young Chung's (1985) conclusion that "teachers are relatively satisfied with their major work, but they are somewhat dissatisfied with school matters external to the classroom management" (p. 199).

> *If I could just teach and forget all the outside negative influences, I'd be in heaven.*

> *I enjoy teaching. I wish that I was allowed to teach without all the political influences.*

> *If I could simply do my job and not have to worry about the "politics" I would be much happier!*

> *I love teaching. I dislike the politics involved in education.*

Moreover, feelings of status and security, positive personal relationships with students, peers, and principal, and a sense of achievement and autonomy have traditionally been the "rewards" of teaching and therefore highly associated with job satisfaction.

> *Teaching can be a very satisfying occupation if there is a sense of control, success, and appreciation.*

However, teachers currently feel that those rewards are being threatened by job cutbacks, student attitudes and special needs, excessive evaluation, and bureaucratic and parental interference.

> *The stress involved in being a teacher is increasing dramatically. We see many teachers unable to cope with their careers. The system, teachers, and schools are receiving less and less support, both emotionally and financially. This leaves us to ponder on the priority of education in our society.*

As a result, many teachers felt there was a crisis in education. It may be that the real crisis, as Hofstede (1980) pointed out, is within ourselves.

> Our internal value conflicts are one of the sources of uncertainty in social systems. Events in one sphere of life may activate latent values which suddenly affect our behavior in other spheres of life. A change in our perception of a situation may swing the balance in an internal value conflict: in particular, the extent to which we perceive a situation as "favorable" or "critical." (p. 19)

Implications for Practice

An implication for practice derived from the findings of this study is the need for administrators and school boards in rural settings to give equal, if not more, time to developing professional relationships with teachers compared to the time that is given to procedures, practices, and policy development. Further, teachers' dissatisfaction with their status, parental support, and society's attitudes increases the need for more personal, professional, and emotional support from colleagues, administration, and boards in these settings.

New or expanded ways of allowing teachers to interact with system members should be considered. The lack of visibility of, and positive interaction with, administrators, board members, and fellow teachers was the focus of many teachers' comments. For example, teachers repeatedly wrote of the need to have time to meet and talk with peers about professional matters. Since the findings of this study showed that teachers derive a substantial source of satisfaction with their job through their relationships with other teachers, rural systems need to consider ways in which to expand the opportunities for teachers to interact.

The psychic rewards that teachers derive from student-teacher relationships have been well documented by writers such as Lortie (1975) and Rosenholtz (1989). However, teachers in this study felt that the inclusion of special needs students in the classroom, especially without adequate support services, was endangering the level of satisfaction normally derived from student-teacher interactions. The level of support services available to rural teachers must be increased if the policy of integration remains in place. Also, teachers are concerned with students' attitudes towards learning. This may reflect parents' attitudes towards education in general and if so, an attitudinal change should be attempted by the profession as a whole through media and public relationship activities.

Principal-teacher relationships were another source of satisfaction to the majority of teachers in this study. Principals who shared appropriate information from central office, exhibited trust and confidence in their teachers, were clear about their expectations, displayed educational leadership, and personally supported the staff had teachers who were more satisfied with the teacher-principal relationship.

However, methods used in the selection of school administrators were a source of dissatisfaction to many respondents. Since principal-teacher relationships are affected by administrative selection methods there should be a careful examination of such practices. A further source of dissatisfaction was identified as principals who did not allow sufficient professional input by teachers into school decisions that affect teachers in the classroom.

In this study, teacher-school board relationships were a source of major dissatisfaction to most respondents. The majority of respondents perceived board members as having limited understanding of the problems faced by teachers. This underlines the need for board members to interact, at some level, with classroom teachers. Many respondents were adamant that board members, as part of their job, should be required to spend some time in classrooms so as to understand the role of the teacher. Teachers also considered that they lacked input into school board policies that affected their professional responsibilities. In addition, teachers pointed out the need for school boards to develop, and publicly express, more positive attitudes towards teachers and the teaching profession. This would include a less combative way of negotiating collective agreements and working condition policies.

Results of this study showed that relationships with central office personnel play an ambiguous role in teacher job satisfaction. This would seem to support Murphy's (1991) finding that school boards play a greater part in the life of rural teachers than do central office personnel. There may be a need for central office personnel to re-examine the nature of their relationships with teachers, especially as Coleman and LaRocque (1990) have found that "there are increasing indications that the leadership of the superintendency can directly influence . . . the district through the creation and maintenance of a positive district ethos" (p. 156).

Nearly half of the respondents were dissatisfied with the match between their expectations of the system and the system's response. With the geographical expansion of many county systems, member interactions may become even more difficult. Further isolation of teachers from their systems' central offices will likely increase the degree of dissatisfaction that many already have with the system in which they work.

Implications for Research

Some implications for research came from the practical implications previously mentioned. One possible research area might be an exploration of the attitudes that board members have towards education prior to their selection and a re-examination of those attitudes further into their term. Is it the nature of the position, or the attitudes of those running for school board, or both, or other factors that determine the adversarial attitude that many boards exhibit towards education and educators?

A different area of potential research interest may be the investigation of why special education teachers are substantially more satisfied than any other group of elementary teachers with the system. Conversely, why do grade 1 and 2 teachers experience substantially less satisfaction? Also, do the higher levels of satisfaction of those teachers on part-time contracts, in spite of the the fact that many part-time teachers are very worried about job security, mean that teaching is becoming too stressful for those employed full-time to expect to experience high levels of job satisfaction?

An additional research topic would be an examination of county teachers' satisfaction levels after the amalgamation of counties and their structural reorganizations have been in place for several years. Will the political and geographical restructuring of counties have a positive, negative, or no impact on teacher job satisfaction? Although consolidation has been again in vogue in recent years, both its financial and personnel effectiveness has been challenged in the literature.

Concluding Remarks

Investigation into job satisfaction is likely to lead researchers into a particular quandary, especially when considering the implications of the research. In this time and place, job satisfaction holds special significance in context of our society's valuing the "quality of life." There is no evidence that this value is either universal or timeless. If this is so, generalizations formed from investigation into a large group may have general application but each subgroup, in this case school and county, would need its own local evaluation.

Research also has to take into account the interacting and regulatory nature of human consciousness. If job satisfaction is a social construct, how and when do teachers develop an ideal image of their job against which they measure their own experiences, especially when very few have ever experienced the "ideal?" Further, are there points of commonality for all teachers in the image of the"ideal?" If there is a socially constructed common image of the "ideal" teaching job, and this ideal is unattainable, would it not be possible to alter the construct and thereby bring job expectation more in line with actual experience?

On the other hand, if job satisfaction is a universal value and an archetype underlies the "ideal," then the only recourse is to move the actual experience closer to the ideal. The ideal would need to be examined and mapped with research focusing on examining individual or small group expectations. It is then likely that the generalizations generated could be extrapolated to larger groups.

This study focused on teacher job satisfaction in a particular time and place and did not attempt to resolve the conflict between teacher satisfaction and teacher expectation. What is evident is that satisfaction is intensely affected by teachers' perceptions of their interpersonal relationships with other workplace members. Human life has always been governed by ideas people developed concerning desirable ways in which their coexistence should be structured. Perhaps it is time for those in governance to really listen to teachers' ideas about the "desirable ways" relationships can be developed and nutured within the system.

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APPENDIX A

Questionnaire For Elementary Teachers

QUESTIONNAIRE

Please circle the number for the answer most applicable to your situation.

1. What is your sex? 1. Female 2. Male

2. What was your age on January 1, 1994?
   1. under 25 2. 25-29 3. 30-34 4. 35-39 5. 40-44
   6. 45-49 7. 50-54 8. 55-59 9. 60 and over

3. What is your marital status?
   1. married 2. divorced 3. single 4. living with significant other

4. How many dependents reside at your home?
   1. one 2. two 3. three 4. four 5. five or more

5. Where is your present residence located?
   1. in the same town as the school in which you teach.
   2. in a larger center in the county in which you teach.
   3. on an acreage or farm in the county in which you teach.
   4. outside of the county in which you teach.

6. For how how long have you lived in your present residence?
   1. 0-1 year 2. 2-5 years 3. 6-10 years 4. 11 or more years

7. Where was the majority of your childhood spent?
   1. in a rural area 2. in a town 3. in an urban area 4. other

8. How many years of experience do you have as an educator? (Count the present year as a full year.)
   1. Total ____
   2. In your present school ____
   3. In your present county ____

9. What is your major teaching assignment? ______________________

10. What is the highest level of education that you have attained?
    1. Teaching certificate 2. Bachelor of Education
    3. Degree in another field and BEd. 4. Master's degree 5. Doctorate

11. What is your contract status?
    1. full-time permanent 2. full-time temporary
    3. permanent part-time 4. temporary part-time

12. (a) Is your major teaching assignment consistent with your training? 1. Yes 2. No
    (b) Is your teaching assignment consistent with your experience? 1. Yes 2. No

13. What sex is your principal? 1. Male 2. Female

14. Have you ever held a position with the local ATA (includes PD, EPC, ATA school representative, etc.)?
    1. Yes 2. No

Please rate your degree of satisfaction by circling the selected number.

		Highly satisfied	Moderately satisfied	Slightly satisfied	Neutral	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Not relevant
15.	Your relationships with other teachers.	7	6	5	4	3	2	1	0
16.	Opportunities for social relationships with staff.	7	6	5	4	3	2	1	0
17.	Your relationship with the principal.	7	6	5	4	3	2	1	0
18.	Your involvement with decision-making in your school.	7	6	5	4	3	2	1	0
19.	General behavior of students in the school.	7	6	5	4	3	2	1	0
20.	Clarity of school goals.	7	6	5	4	3	2	1	0
21.	The extent to which the principal has trust and confidence in the teachers.	7	6	5	4	3	2	1	0
22.	The extent to which the principal makes information from central office available.	7	6	5	4	3	2	1	0
23.	Educational leadership of the principal.	7	6	5	4	3	2	1	0
24.	Clarity of principal's expectations.	7	6	5	4	3	2	1	0
25.	The amount of personal support given to teachers by the principal.	7	6	5	4	3	2	1	0
26.	The amount of time spent in meetings.	7	6	5	4	3	2	1	0
27.	The amount of time expected to be spent on extra-curricular activities.	7	6	5	4	3	2	1	0
28.	Methods used to evaluate teachers.	7	6	5	4	3	2	1	0
29.	Policy of integration of special needs students into the regular classroom.	7	6	5	4	3	2	1	0
30.	Support services available for integrated special needs students.	7	6	5	4	3	2	1	0
31.	Recognition by other teachers in the school of your work.	7	6	5	4	3	2	1	0
32.	Your opportunity for promotion.	7	6	5	4	3	2	1	0
33.	Intellectual stimulation in your work.	7	6	5	4	3	2	1	0
34.	Your sense of achievement in teaching.	7	6	5	4	3	2	1	0
35.	The prospect of classroom teaching as your life-time career.	7	6	5	4	3	2	1	0
36.	Your involvement with decision-making in your county.	7	6	5	4	3	2	1	0
37.	Availability of useful advice to assist you with problems you encounter in teaching.	7	6	5	4	3	2	1	0
38.	Methods used in selection of school administrators.	7	6	5	4	3	2	1	0
39.	Practices used to transfer teachers.	7	6	5	4	3	2	1	0
40.	The distribution of resources to schools.	7	6	5	4	3	2	1	0
41.	Clarity of district mission of county board of education.	7	6	5	4	3	2	1	0
42.	Fairness in treatment of all teachers.	7	6	5	4	3	2	1	0
43.	Your job security.	7	6	5	4	3	2	1	0
44.	Opportunities for useful in-service education.	7	6	5	4	3	2	1	0
45.	Extent to which staff are granted leave for further studies.	7	6	5	4	3	2	1	0

		Highly satisfied	Moderately satisfied	Slightly satisfied	Neutral	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied	Not relevant
46.	The extent to which you feel that central office administrators are supportive of individual teachers.	7	6	5	4	3	2	1	0
47.	Recognition of teacher achievement by the superintendent.	7	6	5	4	3	2	1	0
48.	Educational leadership of the superintendent.	7	6	5	4	3	2	1	0
49.	The extent to which the system keeps you informed about matters related to your job (e.g. system finances, policies).	7	6	5	4	3	2	1	0
50.	The extent to which the system works to reduce stress in its members.	7	6	5	4	3	2	1	0
51.	The way in which teacher/board collective bargaining is conducted.	7	6	5	4	3	2	1	0
52.	The way in which consultation between board and teachers concerning working conditions is conducted during the year.	7	6	5	4	3	2	1	0
53.	Teacher input into school board policies.	7	6	5	4	3	2	1	0
54.	The extent to which board members understand the problems faced by teachers.	7	6	5	4	3	2	1	0
55.	The match between your expectations of the system and the system's response.	7	6	5	4	3	2	1	0
56.	Status of teachers in society.	7	6	5	4	3	2	1	0
57.	Attitude of society towards teachers.	7	6	5	4	3	2	1	0
58.	Attitude of parents towards education.	7	6	5	4	3	2	1	0
59.	The amount of involvement of parents in school activities.	7	6	5	4	3	2	1	0
60.	Attitudes of students toward learning.	7	6	5	4	3	2	1	0
61.	Community expectations of teachers.	7	6	5	4	3	2	1	0
62.	Community support of teachers.	7	6	5	4	3	2	1	0
63.	Opportunity for social relationships in the community.	7	6	5	4	3	2	1	0
64.	Availability of facilities in your community for recreation.	7	6	5	4	3	2	1	0
65.	Availability of cultural activities in your community.	7	6	5	4	3	2	1	0
66.	The support given to teachers by the local branch of the ATA.	7	6	5	4	3	2	1	0
67.	The way in which the local ATA represents your bargaining concerns.	7	6	5	4	3	2	1	0
68.	The educational activities provided by the local professional development committee.	7	6	5	4	3	2	1	0
69.	The availability of provincial ATA resource people.	7	6	5	4	3	2	1	0
70.	The public relations carried out by the local branch of the ATA.	7	6	5	4	3	2	1	0
71.	Your overall level of satisfaction with your work as a teacher.	7	6	5	4	3	2	1	0

72. Please list up to three factors which contribute most to your overall satisfaction in your work as a teacher?

1. ______________________________

2. ______________________________

3. ______________________________

73. Please list up to three factors which contribute most to your overall dissatisfaction in your work as a teacher.

1. ______________________________

2. ______________________________

3. ______________________________

74. What do you feel that county systems can do to improve working conditions for teachers?

____

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____

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____

____

75. Do you have any other comments regarding job satisfaction?

____

____

____

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____

____

Thank you

APPENDIX B

Correspondence:

Request for Permission From Superintendents

Follow-up Letter to Superintendents

Thank-you Letter to Superintendents

Covering Letter to Principals

Covering Letter to Teachers

Follow-up Letter to Teachers

Thank-you Letter to Schools

18 October 1993

«name»
«title»
«county»
«address»
«town»
«postal code»

Dear «name»:

I am writing to request your cooperation in a research project that Sandra Burke is carrying out for her Doctor of Education dissertation under my supervision. The project will use a survey questionnaire to obtain information about rural elementary teachers' satisfaction with their jobs. All information will be gathered anonymously and treated confidentially. An Ethics Committee will scrutinize the project proposal before any research is conducted.

Several counties are being asked to participate in this study. Would you please send me the names and school addresses of all teachers in your county who work in a school designated as elementary (Grades 1-6) that does not serve one specific ethnic group. Your cooperation in this regard will be greatly appreciated.

In view of the lack of general research on rural teachers in Alberta, I hope you will agree to support this project. I look forward to receiving a positive reply from you at your earliest convenience. Please contact me if you have any questions or concerns.

Incidentally, many Alberta superintendents know that I have, with the help of graduate students, conducted research over several years on the topic of job satisfaction of educators and other employees. This project will help to expand that overall research program and provide valuable information for administrators and teachers.

Yours sincerely,

E.A. Holdaway
Professor and Doctoral Coordinator
Ph. 492-3690

24 November 1993

«name»
«title»
«county»
«address»
«town»
«postal code»

Dear «name»:

This is a follow up to a letter that was sent to you in October requesting your cooperation in a research project that Sandra Burke is carrying out for her Doctor of Education dissertation under my supervision. In order to have a representative sample it is important that as many counties as possible be included.

The project will use a survey questionnaire to obtain information about rural elementary teachers' satisfaction with their jobs. All information will be gathered anonymously and treated confidentially. An Ethics Committee will scrutinize the project proposal before any research is conducted.

Would you be able to send me the names and school addresses of teachers in your county who work in a school designated as elementary (Grades 1-6) that does not serve one specific ethnic group. Your cooperation in this regard will be greatly appreciated.

In view of the lack of general research on rural teachers in Alberta, I hope you will agree to support this project. I look forward to receiving a positive reply from you at your earliest convenience. Please contact me if you have any questions or concerns.

Incidentally, many Alberta superintendents know that I have, with the help of graduate students, conducted research over several years on the topic of job satisfaction of educators and other employees. This project will help to expand that overall research program and provide valuable information for administrators and teachers.

Yours sincerely,

E.A. Holdaway
Professor and Doctoral Coordinator
Ph. 492-3690

Date

«name»
«title»
«county»
«address»
«town»
«postal code»

Dear «name»:

Thank you very much for agreeing to cooperate in the research project that Sandra Burke is carrying out for Doctor of Education dissertation under my supervision. The information on elementary school teachers in your county is greatly appreciated.

Yours sincerely,

E.A. Holdaway
Professor and Doctoral Coordinator
Ph. 492-3690

April, 1994

S. Burke
Department of Educational Administration
7-104 Education Building North
University of Alberta
Edmonton, AB
T6G 2G5

«name»
«position»
«school»
«address»
«town»
«postal»

Dear «name»:

Your superintendent has kindly given me permission to distribute these questionnaires to all of the elementary teachers in your school. Currently I am on educational leave from my elementary school position in the County of Wheatland and am pursuing doctoral studies at the University of Alberta. My thesis research deals with job satisfaction of rural elementary teachers.

I would appreciate you distributing the questionnaires to the staff. Accompanying each questionnaire is an addressed, stamped envelope for return. A copy of the covering letter and questionnaire is enclosed for your records.

Thank you very much for your cooperation.

Yours sincerely,

Sandra Burke

April, 1994

S. Burke
7-104 Education Building North
Department of Educational Administration
University of Alberta
Edmonton, AB
T6G 2G5

«name»
«school»
«address»
«town»
«code»

Dear «name»:

Enclosed is a survey that should take 15 minutes of your time. I am a teacher from rural Alberta and also a doctoral student at the University of Alberta. As a county elementary teacher for 17 years I have always been interested in the working conditions of rural Alberta teachers. My dissertation topic concerns the job satisfaction of county elementary teachers.

A review of professional literature on job satisfaction reveals that rural teachers in Western Canada have not been provided with many opportunities to discuss their conditions of employment. The purpose of this study is to examine the relationships between characteristics of educational organizations, school, community, and teachers that may relate to teacher satisfaction. Your responses about satisfaction with your present situation will help to provide information that may lead to greater awareness of teacher needs.

A self-addressed, stamped envelope is included for your convenience. All responses will be kept confidential. The reply envelope has a number on it so that I can tell who has responded and to whom follow-up letters should be sent. The study has been approved by a university Ethics Review Committee.

As a teacher myself I know how restricted your time is, so your reply will be greatly valued. Thank you for your assistance.

Yours sincerely,

Sandra Burke

May, 1994

S. Burke
7-104 Education Building North
Department of Educational Administration
University of Alberta
Edmonton, AB
T6G 2G5

«name»
«school»
«address»
«town»
«code»

Dear «name»:

Please disregard this letter if you've already replied to the survey. Your time is much appreciated. If you have not replied your input would be really valued. Another questionnaire is enclosed for your convenience. Thank you for your assistance.

Enclosed is a survey that should take 15 minutes of your time. I am a teacher from rural Alberta and also a doctoral student at the University of Alberta. As a county elementary teacher for 17 years I have always been interested in the working conditions of rural Alberta teachers. My dissertation topic concerns the job satisfaction of county elementary teachers.

A review of professional literature on job satisfaction reveals that rural teachers in Western Canada have not been provided with many opportunities to discuss their conditions of employment. The purpose of this study is to examine the relationships between characteristics of educational organizations, school, community, and teachers that may relate to teacher satisfaction. Your responses about satisfaction with your present situation will help to provide information that may lead to greater awareness of teacher needs.

A self-addressed, stamped envelope is included for your convenience. All responses will be kept confidential. The reply envelope has a number on it so that I can tell who has responded and to whom follow-up letters should be sent. The study has been approved by a university Ethics Review Committee.

Yours sincerely,

Sandra Burke

May, 1994

S. Burke
Department of Educational Administration
7-104 Education Building North
University of Alberta
Edmonton, AB
T6G 2G5

«name»
«position»
«school»
«address»
«town»
«postal»

Dear «name»:

Would you please thank your staff on my behalf for being participants in my study of the job satisfaction of county elementary teachers. Altogether fifty schools in seventeen rural counties agreed to participate.

A high return rate will strengthen the study's conclusions so please inform your staff that it is NOT to late to return the questionnaire as I will still be data processing in June.

Again, a heartfelt THANK YOU to all the busy teachers who gave of their time. May I wish each and every one of you a happy summer's holiday.

Yours sincerely,

Sandra Burke

APPENDIX C

Additional Tables

Table 4.8

Summary of Frequency and Percentage Distributions of Teachers' Responses for All Facets

Facet	N	1 highly dissatisfied		2 moderately dissatisfied		3 slightly dissatisfiec		4 neutral		5 slightly satisfied		6 moderately satisfied		7 highly satisfied	
		f	%f	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f
Your relationship with other teachers	418	1	0.2	4	1.0	3	0.7	11	2.6	19	4.5	180	43.1	200	47.8
Opportunities for social relationships with staff	418	3	0.7	8	1.9	19	4.5	45	10.8	65	15.6	166	39.7	112	26.8
Your relationship with the principal	417	5	1.2	8	1.9	12	2.9	28	6.7	29	7.0	132	31.7	203	48.7
Your involvement with decision-making in your school	418	4	1.0	17	4.1	27	6.5	32	7.7	62	14.8	167	40.0	109	26.1
General behavior of students in the school	418	10	2.4	28	6.7	41	9.8	14	3.3	63	15.1	204	48.8	58	13.9
Clarity of school goals	417	3	0.7	10	2.4	20	4.8	28	6.7	71	17.0	155	37.2	130	31.2
The extent to which the principal has trust and confidence in the teachers	415	9	2.2	7	1.7	15	3.6	14	3.4	43	10.4	128	30.8	199	48.0
The extent to which the principal makes information from central office available	419	3	0.7	4	1.0	25	6.0	11	2.6	42	10.0	126	30.1	208	49.6

Table 4.8 (continued)

Facet		1 highly dissatisfied		2 moderately dissatisfied		3 slightly dissatisfied		4 neutral		5 slightly satisfied		6 moderately satisfied		7 highly satisfied	
	N	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f
Educational leadership of the principal	414	14	3.4	10	2.4	27	6.5	28	6.8	49	11.8	115	27.8	171	41.3
Clarity of principal's expectations	416	6	1.4	14	3.4	29	7.0	19	4.6	66	15.9	127	30.5	155	37.3
The amount of personal support given to teachers by the principal	417	18	4.3	12	2.9	21	5.0	26	6.2	50	12.0	119	28.5	171	41.0
The amount of time spent in meetings	418	15	3.6	24	5.7	50	12.0	75	17.9	81	19.4	118	28.2	55	13.2
The amount to time expected to be spent on extra-curricular activities	397	3	0.8	11	2.8	17	4.3	80	20.2	57	14.4	128	32.2	101	25.4
Methods used to evaluate teachers	416	10	2.4	14	3.4	38	9.1	50	12.0	90	21.6	143	34.4	71	17.1
Policy of integration of special needs students into the regular classroom	410	20	4.9	32	7.8	55	13.4	44	10.7	75	18.3	115	28.0	69	16.8
Support services available for integrated special needs students	407	29	7.1	34	8.4	48	11.8	50	12.3	86	21.1	97	23.8	63	15.5
Recognition by other teachers in the school of your work	415	7	1.7	14	3.4	27	6.5	70	16.9	75	18.1	150	36.1	72	17.3

Table 4.8 (continued)

Facet		1 highly dissatisfied		2 moderately dissatisfied		3 slightly dissatisfied		4 neutral		5 slightly satisfied		6 moderately satisfied		7 highly satisfied	
	N	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f
Your opportunity for promotion	380	11	2.9	22	5.8	33	8.7	155	40.8	31	8.2	91	23.9	37	9.7
Intellectual stimulation in your work	415	3	0.7	9	2.2	22	5.3	40	9.6	67	16.1	165	39.8	109	26.3
Your sense of achievement in teaching	417	2	0.5	5	1.2	11	2.6	11	2.6	55	13.2	183	43.9	150	36.0
The prospect of classroom teaching as your life-time career	409	10	2.4	23	5.6	17	4.2	30	7.3	33	8.1	131	32.0	165	40.3
Your involvement with decision-making in your county	408	42	10.3	46	11.3	54	13.2	119	29.2	71	17.4	62	15.2	14	3.4
Availability of useful advice to assist you with problems you encounter with teaching	416	10	2.4	40	9.6	51	12.3	46	11.1	118	28.4	106	25.5	45	10.8
Methods used in selection of school administrators	390	24	6.2	30	7.7	45	11.5	156	40.0	47	12.1	68	17.4	20	5.1
Practices used to transfer teachers	399	24	6.0	33	8.3	49	12.3	153	38.3	56	14.0	62	15.5	22	5.5
The distribution of resources to schools	410	18	4.4	17	4.1	38	9.3	75	18.3	89	21.7	430	31.7	43	10.5

Table 4.8 (continued)

Facet		1 highly dissatisfied		2 moderately dissatisfied		3 slightly dissatisfied		4 neutral		5 slightly satisfied		6 moderately satisfied		7 highly satisfied	
	N	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f
Clarity of district mission of county board of education	401	25	6.2	23	5.7	34	8.5	117	29.2	80	20.0	87	21.7	35	8.7
Fairness in treatment of all teachers	418	27	6.5	38	9.1	57	13.6	59	14.1	81	19.4	115	27.5	41	9.8
Your job security	410	53	12.9	25	6.1	46	11.2	51	12.4	65	15.9	108	26.3	62	15.1
Extent to which staff are granted leave for further studies	396	31	7.8	28	7.1	21	5.3	138	34.8	54	13.6	87	22.0	37	9.3
The extent to which you feel that central office administrators are supportive of individual teachers	414	25	6.0	38	9.2	40	9.7	64	15.5	86	20.8	103	24.9	58	14.0
Recognition of teacher achievement by superintendent	414	45	10.9	34	8.2	44	10.6	84	20.3	76	18.4	98	23.7	33	8.0
Educational leadership of superintendent	415	43	10.4	35	8.4	30	7.2	80	19.3	57	13.7	99	23.9	71	17.1
The extent to which the system keeps you informed about matters related to your job	417	24	5.8	31	7.4	42	10.1	55	13.2	102	24.5	114	27.3	49	11.8

Table 4.8 (continued)

Facet	N	1 highly dissatisfied f	%f	2 moderately dissatisfied f	%f	3 slightly dissatisfied f	%f	4 neutral f	%f	5 slightly satisfied f	%f	6 moderately satisfied f	%f	7 highly satisfied f	%f
The extent to which the system works to reduce stress in its members	416	92	22.1	70	16.8	70	16.8	43	10.3	65	15.6	59	14.2	17	4.1
The way in which teacher/board collective bargaining is conducted	417	61	14.6	35	8.4	42	10.1	73	17.5	72	17.3	99	23.7	35	8.4
The way in which consultation between board and teachers concerning working conditions is conducted during the year	413	72	17.4	59	14.3	49	11.9	81	19.6	67	16.2	72	17.4	13	3.1
Teacher input into school board policies	410	77	18.8	55	13.4	57	13.9	94	22.9	71	17.3	51	12.4	5	1.2
The extent to which board members understand the problems faced by teachers	416	115	27.6	78	18.8	60	14.4	49	11.8	65	15.6	42	10.1	7	1.7
The match between your expectations of the system and the system's responses	411	39	9.5	67	16.3	76	18.5	97	23.6	63	15.3	58	14.1	11	2.7
Status of teachers in society	419	91	21.7	94	22.4	86	20.5	31	7.4	67	16.0	43	10.3	7	1.7

Table 4.8 (continued)

Facet	N	1 highly dissatisfied f	%f	2 moderately dissatisfied f	%f	3 slightly dissatisfied f	%f	4 neutral f	%f	5 slightly satisfied f	%f	6 moderately satisfied f	%f	7 highly satisfied f	%f
Attitude of society towards teachers	421	123	29.2	97	23.0	83	19.7	21	5.0	67	15.9	27	6.4	3	0.7
Attitude of parents towards education	420	33	7.9	78	18.6	117	27.9	23	5.5	91	21.7	69	16.4	9	2.1
The amount of involvement of parents in school activities	419	15	3.6	47	11.2	61	14.6	50	11.9	118	28.2	95	22.7	33	7.9
Attitudes of students toward learning	419	22	5.3	47	11.2	77	18.4	16	3.8	104	24.8	133	31.7	20	4.8
Community expectations of teachers	416	21	5.0	61	14.7	92	22.1	77	18.5	93	22.4	62	14.9	10	2.4
Community support of teachers	420	34	8.1	66	15.7	87	20.7	62	14.8	93	22.1	69	16.4	9	2.1
*Opportunity for social relationships in the community	333	8	2.4	10	3.0	28	8.4	75	22.5	57	17.1	106	31.8	49	14.7
*Availability of facilities in your community for recreation	336	10	3.0	20	6.0	26	7.7	23	6.8	63	18.8	133	39.6	61	18.2

Table 4.8 (continued)

Facet	N	1 highly dissatisfied		2 moderately dissatisfied		3 slightly dissatisfied		4 neutral		5 slightly satisfied		6 moderately satisfied		7 highly satisfied	
		f	%f	f	%f	f	%f	f	%f	f	%f	f	%f	f	%f
*Availability of cultural activities in your community	335	16	4.8	25	7.5	42	12.5	42	12.5	73	21.8	100	29.9	37	11.0
The support given to teachers by the local branch of the ATA	420	7	1.7	11	2.6	26	6.2	83	19.8	91	21.7	141	33.6	61	14.5
The way in which the local ATA represents your bargaining concerns	415	7	1.7	22	5.3	24	5.8	62	14.9	81	19.5	145	34.9	74	17.8
The educational activities provided by the local professional development committee	417	4	1.0	17	4.1	16	3.8	43	10.3	109	26.1	169	40.5	59	14.1
The availability of provincial ATA resource people	416	8	1.9	11	2.6	24	5.8	115	27.6	108	26.0	112	26.9	38	9.1
The public relations carried out by the local branch of the ATA	417	17	4.1	20	4.8	5.3	12.7	97	23.3	104	24.9	95	22.8	31	7.4
Your overall level of satisfaction with your work as a teacher	418	2	0.5	13	3.1	9	2.2	9	2.2	50	12.0	243	58.1	92	22.0

*Only the responses of teachers who lived in the county were used (n=340).

Table 6.1

Mean Satisfaction Scores for Teachers Grouped by Sex for All Facets

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
Teacher-Principal Relationships				
The extent to which the principal makes information from central office available	6.10	1.29	6.03	1.05
Your relationship with the principal	6.05	1.32	6.09	1.19
The extent to which the principal has trust and confidence in the teachers	6.00	1.40	6.09	1.19
Clarity of principal's expectations	5.69	1.53	5.75	1.17
Educational leadership of principal	5.68	1.63	5.75	1.39
The amount of personal support given to teachers by the principal	5.68	1.70	5.69	1.35
Staff Relationships				
Your relationships with other teachers	6.32	0.92	6.22	0.82
Opportunities for social relationships with staff	5.70	1.30	5.44	1.13
Recognition by other teachers in the school of your work	5.25	1.45	5.18	1.24
School Characteristics				
Clarity of school goals	5.76	1.32	5.60	1.15
Your involvement with decision-making in your school	5.56	1.41	5.50	1.40
The amount of time expected to be spent on extra-curricular activities	5.45	1.38	5.33	1.34
Methods used to evaluate teachers	5.24	1.44	4.95	1.58
The amount of time spent in meetings	4.86	1.56	4.58	1.68

Table 6.1 (continued)

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
Student-Related Facets				
General behavior of students in school	5.23	1.57	5.27	1.45
Policy of integration of special needs students into the regular classroom	4.90	1.75	4.43	1.68
Support services available for integrated special needs students	4.70	1.79	4.43	1.80
Attitudes of students toward learning	4.52	1.68	4.18	1.66
Teaching				
Your sense of achievement in teaching	6.14	0.96	5.55	1.32
Your overall level of satisfaction with your work as a teacher	5.90	1.01	5.60	1.37
The prospect of classroom teaching as your life-time career	5.82	1.53	5.24	1.79
Intellectual stimulation in your work	5.71	1.24	5.26	1.43
Your job security	4.47	1.97	4.67	1.87
Professional Development				
Opportunities for useful in-service education	5.09	1.60	4.76	1.66
Availability of useful advice to assist you with problems you encounter in teaching	4.77	1.59	4.56	1.47
Extent to which staff are granted leave for further studies	4.55	1.54	3.92	1.92
System Practices				
The distribution of resources to schools	4.86	1.59	4.82	1.28
Your opportunity for promotion	4.63	1.44	4.28	1.57

Table 6.1 (continued)

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
System Practices (contd.)				
Methods used in the selection of school administrators	4.18	1.46	4.12	1.62
Practices used to transfer teachers	4.14	1.48	4.17	1.53
Your involvement with decision-making in your county	3.96	1.62	3.70	1.55
Central Office Practices				
The extent to which the system keeps you informed about matters related to your job	4.72	1.68	4.70	1.63
The extent to which you feel that central office administrators are supportive of individual teachers	4.66	1.74	4.64	1.73
Educational leadership of the superintendent	4.56	1.89	4.60	1.97
Fairness in treatment of all teachers	4.52	1.71	4.52	1.80
Recognition of teacher achievement by the superintendent	4.31	1.73	4.24	1.96
The extent to which the system works to reduce stress in its members	3.45	1.91	3.16	1.77
School Board Practices				
Clarity of district mission of county board of education	4.53	1.57	4.40	1.58
The way in which teacher/board collective bargaining is conducted	4.24	1.88	4.00	1.95
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.71	1.80	3.53	1.85
Teacher input into school board policies	3.48	1.70	3.48	1.70
The extent to which board members understand the problems faced by teachers	3.09	1.82	2.90	1.67

Table 6.1 (continued)

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
ATA Practices				
The educational activities provided by the local professional development committee	5.41	1.25	5.07	1.33
The way in which the local ATA represents your bargaining concerns	5.25	1.39	5.07	1.72
The support given to teachers by the local branch of the ATA	5.22	1.29	4.90	1.57
The availability of provincial ATA resource people	4.93	1.26	4.79	1.43
The public relations carried out by the local branch of the ATA	4.64	1.42	4.32	1.66
Expectations and System Response				
The match between your expectations of the system and the system's response	3.71	1.62	3.73	1.52
School-Community Interactions				
The amount of involvement of parents in school activities	4.47	1.59	4.58	1.65
Community expectations of teachers	3.93	1.54	3.91	1.39
Community support of teachers	3.87	1.64	3.74	1.49
Community Attributes				
Availability of facilities in your community for recreation	5.19	1.56	4.94	1.57
Opportunity for social relationships in the community	4.88	1.48	5.08	1.35
Availability of cultural activities in your community	4.66	1.65	4.66	1.59

Table 6.1 (continued)

Facet	Sex of Teachers			
	female (n=315-333)		male (n=81-84)	
	mean	sd	mean	sd
Societal Attitudes				
Attitude of parents towards education	3.69	1.64	3.84	1.69
Status of teachers in society	3.08	1.72	3.21	1.74
Attitude of society towards teachers	2.72	1.64	2.96	1.70

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.3

Mean Satisfaction Scores for Teachers Grouped by Age For All Facets

Facet	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.00	1.26	6.05	1.26	6.13	1.26	6.16	1.18
Your relationship with the principal	5.92	1.44	5.98	1.47	6.08	1.21	6.31	0.88
The extent to which the principal has trust and confidence in the teachers	5.87	1.40	5.90	1.46	6.03	1.42	6.39	0.75
Clarity of principal's expectations	5.63	1.58	5.60	1.64	5.70	1.36	5.96	1.22
Educational leadership of principal	5.61	1.62	5.57	1.81	5.73	1.49	5.94	1.30
The amount of personal support given to teachers by the principal	5.41	1.84	5.61	1.76	5.71	1.52	6.04	1.28
Staff Relationships								
Your relationships with other teachers	6.24	0.96	6.36	0.74	6.27	0.98	6.42	0.66
Opportunities for social relationships with staff	5.33	1.46	5.59	1.35	5.72	1.16	5.93	1.06
Recognition by other teachers in the school of your work	4.90	1.56	5.12	1.48	5.35	1.30	5.61	1.26
School Characteristics								
Clarity of school goals	5.63	1.34	5.63	1.46	5.71	1.24	6.08	0.91
Your involvement with decision-making in your school	5.37	1.46	5.46	1.49	5.61	1.41	5.80	1.13
The amount of time expected to be spent on extra-curricular activities	4.66	1.44	4.73	1.61	4.78	1.66	5.25	1.45
Methods used to evaluate teachers	4.92	1.57	5.16	1.61	5.27	1.35	5.30	1.34

Table 6.3 (continued)

Facet	Age of Teachers							
	under 30 years (n=73-79)		30-39 years (n=112-120)		40-49 years (n=155-160)		50 years and over (n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
The amount of time spent in meetings	5.13	1.26	5.62	1.28	5.33	1.53	5.71	1.15
Student-Related Facets								
General behavior of students in school	5.01	1.58	5.38	1.60	5.29	1.54	5.15	1.33
Policy of integration of special needs students into the regular classroom	4.86	1.44	4.85	1.82	4.70	1.82	4.91	1.75
Support services available for integrated special needs students	4.70	1.65	4.51	1.96	4.62	1.78	4.90	1.66
Attitudes of students toward learning	4.69	1.52	4.60	1.72	4.40	1.68	4.09	1.74
Teaching								
Your sense of achievement in teaching	5.96	0.97	6.04	1.02	5.95	1.21	6.22	0.86
Your overall level of satisfaction with your work as a teacher	5.81	1.05	5.86	0.95	5.83	1.22	5.90	1.12
The prospect of classroom teaching as your life-time career	5.30	1.75	5.58	1.70	5.86	1.42	6.13	1.53
Intellectual stimulation in your work	5.49	1.20	5.67	1.26	5.64	1.30	5.65	1.45
Your job security	3.80	2.07	4.42	1.91	4.73	1.84	5.07	1.96
Professional Development								
Opportunities for useful in-service education	4.62	1.69	4.82	1.73	5.20	1.46	5.46	1.55

Table 6.3 (continued)

Facet	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.55	1.54	4.57	1.61	4.81	1.61	5.03	1.37
Extent to which staff are granted leave for further studies	4.42	1.30	4.53	1.72	4.36	1.67	4.37	1.81
System Practices								
The distribution of resources to schools	4.55	1.58	4.88	1.57	4.87	1.50	5.12	1.40
Your opportunity for promotion	4.47	1.36	4.48	1.48	4.56	1.52	4.86	1.48
Methods used in the selection of school administrators	4.09	1.30	4.13	1.55	4.20	1.57	4.23	1.39
Practices used to transfer teachers	3.94	1.35	4.18	1.58	4.18	1.51	4.22	1.46
Your involvement with decision-making in your county	4.05	1.35	3.72	1.67	4.01	1.70	3.84	1.53
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.74	1.58	4.78	1.71	4.75	1.67	4.50	1.73
The extent to which you feel that central office administrators are supportive of individual teachers	4.68	1.70	4.76	1.85	4.63	1.68	4.53	1.75
Educational leadership of the superintendent	4.67	1.65	4.55	2.06	4.50	1.91	4.70	1.93
Fairness in treatment of all teachers	4.62	1.64	4.48	1.75	4.52	1.73	4.45	1.80

Table 6.3 (continued)

Facet	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
Recognition of teacher achievement by the superintendent	4.20	1.66	4.25	1.90	4.29	1.78	4.55	1.73
The extent to which the system works to reduce stress in its members	3.66	1.69	3.25	1.95	3.33	1.93	3.49	1.90
School Board Practices								
Clarity of district mission of county board of education	4.53	1.36	4.38	1.66	4.50	1.59	4.71	1.58
The way in which teacher/board collective bargaining is conducted	4.09	1.66	4.06	2.00	4.37	1.96	4.09	1.81
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.84	1.59	3.38	1.86	3.70	1.88	3.98	1.79
Teacher input into school board policies	3.59	1.48	3.26	1.79	3.57	1.74	3.56	1.67
The extent to which board members understand the problems faced by teachers	3.24	1.68	2.85	1.84	3.05	1.80	3.25	1.83
ATA Practices								
The educational activities provided by the local professional development committee	5.09	1.14	5.25	1.25	5.38	1.37	5.78	1.11
The way in which the local ATA represents your bargaining concerns	4.86	1.27	5.15	1.45	5.23	1.58	5.72	1.27
The support given to teachers by the local branch of the ATA	4.92	1.31	5.15	1.19	5.10	1.51	5.62	1.18

Table 6.3 (continued)

Facet	Age of Teachers							
	under 30 years		30-39 years		40-49 years		50 years and over	
	(n=73-79)		(n=112-120)		(n=155-160)		(n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The availability of provincial ATA resource people	4.65	1.16	4.68	1.28	4.96	1.34	5.49	1.77
The public relations carried out by the local branch of the ATA	4.42	1.37	4.52	1.50	4.50	1.52	5.08	1.35
Expectations and System Response								
The match between your expectations of the system and the system's response	3.81	1.43	3.62	1.79	3.71	1.55	3.80	1.56
School-Community Interactions								
The amount of involvement of parents in school activities	4.25	1.54	4.48	1.59	4.52	1.59	4.81	1.66
Community expectations of teachers	4.05	1.45	3.90	1.58	3.87	1.42	4.00	1.65
Community support of teachers	3.96	1.58	3.79	1.66	3.82	1.56	3.93	1.69
Community Attributes								
Availability of facilities in your community for recreation	4.70	1.65	4.93	1.64	5.34	1.45	5.60	1.41
Opportunity for social relationships in the community	4.29	1.55	4.86	1.49	5.09	1.32	5.41	1.36
Availability of cultural activities in your community	4.48	1.67	4.55	1.56	4.65	1.73	5.13	1.46
Societal Attitudes								
Attitude of parents towards education	3.89	1.66	3.42	1.66	3.76	1.58	4.01	1.67

Table 6.3 (continued)

	Age of Teachers							
Facet	under 30 years (n=73-79)		30-39 years (n=112-120)		40-49 years (n=155-160)		50 years and over (n=53-61)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes (contd.)								
Status of teachers in society	3.22	1.78	2.73	1.69	3.17	1.62	3.55	1.85
Attitude of society towards teachers	2.79	1.62	2.45	1.60	2.85	1.64	3.19	1.73

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.5

Mean Satisfaction Scores for Teachers Grouped by Marital Status for All Facets

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single (n=59-64)		other (n=23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.06	1.25	6.42	0.81	6.18	1.15	5.88	1.69
Your relationship with the principal	6.09	1.25	6.04	1.16	5.96	1.49	5.84	1.49
The extent to which the principal has trust and confidence in the teachers	6.04	1.32	6.04	1.16	6.09	1.36	5.52	1.89
Clarity of principal's expectations	5.70	1.45	6.09	1.04	5.73	1.58	5.36	1.65
Educational leadership of principal	5.74	1.54	5.76	1.22	5.59	1.84	5.36	1.80
The amount of personal support given to teachers by the principal	5.68	1.64	5.76	1.54	5.79	1.59	5.24	1.78
Staff Relationships								
Your relationships with other teachers	6.31	0.87	6.52	0.60	6.31	0.81	6.00	1.47
Opportunities for social relationships with staff	5.66	1.24	5.71	1.27	5.62	1.35	5.44	1.55
Recognition by other teachers in the school of your work	5.23	1.39	5.15	1.72	5.30	1.30	5.12	1.66
School Characteristics								
Clarity of school goals	5.76	1.23	5.71	1.10	5.67	1.49	5.45	1.61
Your involvement with decision-making in your school	5.61	1.38	5.42	1.50	5.42	1.41	5.28	1.69
The amount of time expected to be spent on extra-curricular activities	5.45	1.34	5.42	1.34	5.59	1.39	4.65	1.66
Methods used to evaluate teachers	5.22	1.45	4.80	1.47	5.20	1.62	4.95	1.36

Table 6.5 (continued)

	Marital Status of Teachers							
	married		divorced		single		other	
Facet	(n=294-310)		(n=19-21)		(n=59-64)		(n=23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
The amount of time spent in meetings	4.79	1.63	5.20	1.10	4.93	1.59	4.36	1.25
Student-Related Facets								
General behavior of students in school	5.28	1.52	5.05	1.50	5.20	1.60	4.92	1.82
Policy of integration of special needs students into the regular classroom	4.77	1.76	4.95	1.56	4.96	1.70	4.78	1.88
Support services available for integrated special needs students	4.62	1.79	4.95	1.46	4.72	1.90	4.66	1.88
Attitudes of students toward learning	4.44	1.71	4.52	1.74	4.53	1.56	4.36	1.68
Teaching								
Your sense of achievement in teaching	6.01	1.06	6.42	0.67	5.98	1.14	5.80	1.15
Your overall level of satisfaction with your work as a teacher	5.86	1.06	5.80	0.87	5.85	1.31	5.60	1.22
The prospect of classroom teaching as your life-time career	5.79	1.49	5.80	1.73	5.28	1.97	5.60	1.68
Intellectual stimulation in your work	5.62	1.27	5.95	1.07	5.70	1.30	5.20	1.60
Your job security	4.61	1.94	4.35	1.81	3.96	2.01	4.76	1.92
Professional Development								
Opportunities for useful in-service education	5.06	1.58	4.95	1.49	4.79	1.80	5.16	1.74
Availability of useful advice to assist you with problems you encounter in teaching	4.72	1.54	5.14	1.62	4.68	1.72	4.60	1.50

Table 6.5 (continued)

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single (n=59-64)		other (n=23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Extent to which staff are granted leave for further studies	4.48	1.68	3.78	1.58	4.36	1.51	4.33	1.52
System Practices								
The distribution of resources to schools	4.85	1.57	4.65	1.26	4.85	1.47	5.00	1.41
Your opportunity for promotion	4.59	1.45	4.75	1.20	4.37	1.61	4.45	1.71
Methods used in the selection of school administrators	4.09	1.53	4.33	1.23	4.49	1.50	4.23	1.04
Practices used to transfer teachers	4.17	1.52	3.57	1.46	4.25	1.30	3.95	1.62
Your involvement with decision-making in your county	3.86	1.63	3.90	1.60	4.30	1.54	3.66	1.46
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.72	1.67	4.80	1.77	4.79	1.63	4.40	1.77
The extent to which you feel that central office administrators are supportive of individual teachers	4.62	1.74	4.70	1.52	4.93	1.73	4.40	1.97
Educational leadership of the superintendent	4.57	1.91	4.38	2.03	4.76	1.80	4.28	2.03
Fairness in treatment of all teachers	4.45	1.76	4.47	1.53	4.92	1.52	4.40	1.91
Recognition of teacher achievement by the superintendent	4.33	1.74	4.00	2.12	4.32	1.81	4.08	1.93
The extent to which the system works to reduce stress in its members	3.40	1.89	3.23	2.09	3.61	1.85	2.92	1.63

Table 6.5 (continued)

	Marital Status of Teachers							
Facet	married (n=294-310)		divorced (n=19-21)		single (n=59-64)		other (n=23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Board Practices								
Clarity of district mission of county board of education	4.48	1.61	4.35	1.56	4.62	1.50	4.52	1.20
The way in which teacher/board collective bargaining is conducted	4.22	1.93	4.38	1.88	4.08	1.83	3.83	1.71
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.69	1.86	3.57	1.53	3.88	1.78	2.95	1.48
Teacher input into school board policies	3.51	1.71	3.31	1.63	3.54	1.76	3.08	1.44
The extent to which board members understand the problems faced by teachers	3.07	1.82	3.45	2.01	3.12	1.68	2.48	1.44
ATA Practices								
The educational activities provided by the local professional development committee	5.36	1.30	5.28	1.05	5.20	1.23	5.48	1.26
The way in which the local ATA represents your bargaining concerns	5.23	1.49	5.23	1.33	5.01	1.46	5.45	1.14
The support given to teachers by the local branch of the ATA	5.14	1.38	5.23	1.37	5.09	1.38	5.40	0.91
The availability of provincial ATA resource people	4.88	1.31	5.19	1.43	4.77	1.15	5.12	1.26
The public relations carried out by the local branch of the ATA	4.51	1.48	5.00	1.37	4.63	1.51	4.80	1.22

Table 6.5 (continued)

Facet	Marital Status of Teachers							
	married (n=294-310)		divorced (n=19-21)		single (n=59-64)		other (n=23-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	3.71	1.60	3.90	1.33	3.90	1.72	3.20	1.50
School-Community Interactions								
The amount of involvement of parents in school activities	4.48	1.63	4.80	1.28	4.54	1.55	4.16	1.70
Community expectations of teachers	3.86	1.53	3.66	1.31	4.38	1.35	3.88	1.66
Community support of teachers	3.83	1.62	3.52	1.60	4.15	1.53	3.60	1.68
Community Attributes								
Availability of facilities in your community for recreation	5.17	1.59	5.40	1.18	4.74	1.62	5.45	1.14
Opportunity for social relationships in the community	5.07	1.41	4.38	1.49	4.35	1.65	4.91	1.05
Availability of cultural activities in your community	4.72	1.63	4.45	1.53	4.42	1.66	4.83	1.76
Societal Attitudes								
Attitude of parents towards education	3.68	1.64	3.95	1.49	3.89	1.75	3.60	1.68
Status of teachers in society	3.10	1.70	3.57	1.80	3.09	1.82	2.88	1.73
Attitude of society towards teachers	2.76	1.65	2.95	1.62	2.90	1.69	2.44	1.58

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.7

Mean Satisfaction Scores for Teachers Grouped by
Number of Dependents for All Facets

	Number of Dependents							
	none		one		two or three		four or more	
Facet	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.13	1.23	6.09	1.21	6.13	1.26	5.66	1.37
Your relationship with the principal	6.16	1.19	6.03	1.28	6.10	1.27	5.37	1.78
The extent to which the principal has trust and confidence in the teachers	6.25	1.10	5.99	1.43	5.96	1.39	5.35	1.80
Clarity of principal's expectations	5.79	1.47	5.78	1.39	5.73	1.45	4.89	1.61
Educational leadership of principal	5.69	1.61	5.79	1.51	5.75	1.58	5.07	1.74
The amount of personal support given to teachers by the principal	5.82	1.51	5.55	1.72	5.75	1.58	5.10	2.06
Staff Relationships								
Your relationships with other teachers	6.41	0.78	6.35	0.88	6.18	1.03	6.31	0.71
Opportunities for social relationships with staff	5.71	1.28	5.67	1.24	5.60	1.31	5.48	1.18
Recognition by other teachers in the school of your work	5.26	1.42	5.25	1.47	5.32	1.28	4.64	1.74
School Characteristics								
Clarity of school goals	5.77	1.27	5.78	1.22	5.73	1.33	5.34	1.42
Your involvement with decision-making in your school	5.71	1.22	5.48	1.47	5.54	1.43	5.10	1.77
The amount of time expected to be spent on extra-curricular activities	5.42	1.42	5.39	1.39	5.45	1.32	5.46	1.47
Methods used to evaluate teachers	5.31	1.44	5.11	1.54	5.17	1.41	4.90	1.64

Table 6.7 (continued)

Facet	Number of Dependents							
	none		one		two or three		four or more	
	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
The amount of time spent in meetings	4.83	1.59	4.86	1.42	4.80	1.67	4.53	1.67
Student-Related								
General behavior of students in school	5.20	1.53	5.25	1.41	5.32	1.58	4.90	1.88
Policy of integration of special needs students into the regular classroom	4.92	1.67	4.56	1.76	4.94	1.76	4.46	1.85
Support services available for integrated special needs students	4.84	1.71	4.49	1.79	4.66	1.89	4.26	1.65
Attitudes of students toward learning	4.37	1.66	4.25	1.79	4.75	1.58	4.03	1.77
Teaching								
Your sense of achievement in teaching	6.13	0.85	5.89	1.17	6.11	1.03	5.50	1.54
Your overall level of satisfaction with your work as a teacher	5.98	0.93	5.89	1.04	5.81	1.13	5.20	1.54
The prospect of classroom teaching as your life-time career	5.66	1.62	5.60	1.73	5.79	1.56	5.75	1.35
Intellectual stimulation in your work	5.62	1.32	5.75	1.11	5.63	1.30	5.10	1.58
Your job security	4.36	2.00	4.61	1.96	4.65	1.89	4.13	2.06
Professional Development								
Opportunities for useful in-service education	5.11	1.65	5.03	1.58	4.98	1.66	4.82	1.41
Availability of useful advice to assist you with problems you encounter in teaching	4.61	1.66	4.77	1.49	4.90	1.51	4.17	1.58

Table 6.7 (continued)

Facet	Number of Dependents							
	none (n=115-136)		one (n=92-101)		two or three (n=145-153)		four or more (n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Extent to which staff are granted leave for further studies	4.27	1.62	4.52	1.73	4.59	1.62	3.92	1.48
System Practices								
The distribution of resources to schools	4.66	1.59	5.09	1.38	4.92	1.55	4.66	1.53
Your opportunity for promotion	4.61	1.39	4.52	1.43	4.66	1.49	3.88	1.73
Methods used in the selection of school administrators	4.21	1.38	4.38	1.54	4.15	1.50	3.28	1.46
Practices used to transfer teachers	4.03	1.43	4.28	1.60	4.21	1.49	3.82	1.39
Your involvement with decision-making in your county	3.82	1.67	3.96	1.53	4.03	1.64	3.48	1.35
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.51	1.72	4.79	1.69	4.88	1.57	4.56	1.83
The extent to which you feel that central office administrators are supportive of individual teachers	4.63	1.79	4.73	1.69	4.71	1.75	4.30	1.64
Educational leadership of the superintendent	4.45	1.91	4.71	1.92	4.66	1.93	4.20	1.73
Fairness in treatment of all teachers	4.54	1.72	4.50	1.86	4.69	1.59	3.66	1.74
Recognition of teacher achievement by the superintendent	4.09	1.88	4.57	1.73	4.38	1.71	3.86	1.67
The extent to which the system works to reduce stress in its members	3.24	1.84	3.53	1.93	3.54	1.90	2.80	1.73

Table 6.7 (continued)

	Number of Dependents							
	none		one		two or three		four or more	
Facet	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Board Practices								
Clarity of district mission of county board of education	4.53	1.52	4.61	1.63	4.51	1.62	4.03	1.29
The way in which teacher/board collective bargaining is conducted	3.93	1.78	4.22	1.97	4.41	1.89	4.10	2.10
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.55	1.76	3.77	1.76	3.75	1.91	3.50	1.75
Teacher input into school board policies	3.37	1.73	3.62	1.75	3.58	1.66	3.03	1.52
The extent to which board members understand the problems faced by teachers	2.88	1.74	3.27	1.89	3.19	1.78	2.48	1.61
ATA Practices								
The educational activities provided by the local professional development committee	5.38	1.19	5.27	1.18	5.42	1.36	5.00	1.46
The way in which the local ATA represents your bargaining concerns	5.26	1.42	5.07	1.48	5.30	1.46	5.03	1.60
The support given to teachers by the local branch of the ATA	5.12	1.28	5.03	1.45	5.33	1.31	4.83	1.48
The availability of provincial ATA resource people	4.98	1.21	4.88	1.25	4.94	1.33	4.43	1.52
The public relations carried out by the local branch of the ATA	4.59	1.42	4.64	1.51	4.65	1.48	3.96	1.44
Expectations and System Response								
The match between your expectations of the system and the system's response	3.61	1.64	3.91	1.63	3.75	1.57	3.35	1.44

Table 6.7 (continued)

	Number of Dependents							
	none		one		two or three		four or more	
Facet	(n=115-136)		(n=92-101)		(n=145-153)		(n=28-30)	
	mean	sd	mean	sd	mean	sd	mean	sd
School-Community Interactions								
The amount of involvement of parents in school activities	4.41	1.70	4.53	1.53	4.54	1.61	4.43	1.35
Community expectations of teachers	3.89	1.61	3.76	1.44	4.17	1.45	3.40	1.45
Community support of teachers	3.78	1.67	3.91	1.62	3.94	1.59	3.43	1.43
Community Attributes								
Availability of facilities in your community for recreation	5.00	1.64	5.16	1.57	5.26	1.49	5.10	1.58
Opportunity for social relationships in the community	4.65	1.65	4.89	1.43	5.14	1.28	5.10	1.28
Availability of cultural activities in your community	4.55	1.62	4.65	1.60	4.78	1.65	4.63	1.79
Societal Attitudes								
Attitude of parents towards education	3.75	1.68	3.75	1.70	3.75	1.61	3.33	1.49
Status of teachers in society	3.05	1.80	3.15	1.70	3.22	1.71	2.60	1.47
Attitude of society towards teachers	2.65	1.69	2.84	1.58	2.92	1.68	2.33	1.47

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.9

Mean Satisfaction Scores for Teachers Grouped by Location of Present Residence for All Facets

Facet	Location of Present Residence							
	same town as school		larger center in county		hamlet or farm near school		outside the county	
	(n=159-169)		(n=41-50)		(n=115-121)		(n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.09	1.24	6.12	1.09	6.19	1.22	5.88	1.38
Your relationship with the principal	5.97	1.37	6.28	1.13	6.20	1.16	5.85	1.42
The extent to which the principal has trust and confidence in the teachers	5.95	1.48	6.21	0.97	6.12	1.31	5.88	1.35
Clarity of principal's expectations	5.62	1.51	5.93	1.24	5.80	1.40	5.58	1.59
Educational leadership of principal	5.64	1.57	5.95	1.47	5.76	1.61	5.54	1.68
The amount of personal support given to teachers by the principal	5.61	1.69	5.77	1.64	5.85	1.50	5.48	1.68
Staff Relationships								
Your relationships with other teachers	6.24	0.87	6.28	1.06	6.33	1.00	6.41	0.65
Opportunities for social relationships with staff	5.56	1.28	5.67	1.50	5.87	1.08	5.44	1.34
Recognition by other teachers in the school of your work	5.04	1.49	5.14	1.45	5.53	1.20	5.25	1.47
School Characteristics								
Clarity of school goals	5.72	1.19	5.64	1.34	5.74	1.41	5.76	1.31
Your involvement with decision-making in your school	5.46	1.53	5.77	1.32	5.76	1.18	5.26	1.47

Table 6.9 (continued)

	Location of Present Residence							
Facet	same town as school		larger center in county		hamlet or farm near school		outside the county	
	(n=159-169)		(n=41-50)		(n=115-121)		(n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
The amount of time expected to be spent on extra-curricular activities	5.33	1.42	5.20	1.37	5.60	1.31	5.48	1.37
Methods used to evaluate teachers	5.12	1.44	5.04	1.71	5.33	1.47	5.16	1.38
The amount of time spent in meetings	4.62	1.57	4.83	1.61	5.07	1.48	4.77	1.72
Student-Related Facets								
General behavior of students in school	5.26	1.50	5.26	1.64	5.31	1.50	5.03	1.67
Policy of integration of special needs students into the regular classroom	4.69	1.75	5.10	1.50	4.92	1.79	4.67	1.78
Support services available for integrated special needs students	4.49	1.84	4.63	1.64	5.01	1.81	4.41	1.69
Attitudes of students toward learning	4.49	1.69	4.12	1.67	4.51	1.59	4.49	1.82
Teaching								
Your sense of achievement in teaching	5.98	1.13	5.72	1.28	6.27	0.79	5.90	1.10
Your overall level of satisfaction with your work as a teacher	5.77	1.10	5.50	1.46	6.01	0.93	5.94	1.02
The prospect of classroom teaching as your life-time career	5.67	1.52	5.12	1.95	5.94	1.51	5.74	1.61
Intellectual stimulation in your work	5.52	1.32	5.51	1.38	5.75	1.21	5.70	1.30
Your job security	4.46	1.92	4.48	1.99	4.76	1.93	4.28	2.03

Table 6.9 (continued)

Facet	Location of Present Residence							
	same town as school (n=159-169)		larger center in county (n=41-50)		hamlet or farm near school (n=115-121)		outside the county (n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development								
Opportunities for useful in-service education	4.88	1.65	5.04	1.66	5.20	1.56	5.03	1.63
Availability of useful advice to assist you with problems you encounter in teaching	4.60	1.55	4.95	1.61	4.87	1.43	4.60	1.74
Extent to which staff are granted leave for further studies	4.26	1.69	4.53	1.57	4.54	1.68	4.53	1.53
System Practices								
The distribution of resources to schools	4.83	1.57	5.04	1.54	4.92	1.42	4.70	1.61
Your opportunity for promotion	4.44	1.34	4.63	1.41	4.68	1.62	4.54	1.52
Methods used in the selection of school administrators	4.16	1.51	4.53	1.28	4.00	1.53	4.21	1.50
Practices used to transfer teachers	3.96	1.49	4.43	1.53	4.29	1.51	4.13	1.42
Your involvement with decision-making in your county	3.62	1.56	4.36	1.82	3.88	1.59	4.26	1.47
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.47	1.72	5.38	1.27	4.57	1.67	5.03	1.64
The extent to which you feel that central office administrators are supportive of individual teachers	4.33	1.82	5.52	1.34	4.68	1.64	4.75	1.77
The extent to which you feel that central office administrators are supportive of individual teachers	4.33	1.82	5.52	1.34	4.68	1.64	4.75	1.77

Table 6.9 (continued)

Facet	Location of Present Residence							
	same town as school (n=159-169)		larger center in county (n=41-50)		hamlet or farm near school (n=115-121)		outside the county (n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
Educational leadership of the superintendent	4.15	1.99	5.26	1.61	4.69	1.78	4.82	1.91
Fairness in treatment of all teachers	4.29	1.66	5.16	1.63	4.51	1.79	4.62	1.74
Recognition of teacher achievement by the superintendent	3.96	1.88	4.92	1.53	4.46	1.59	4.35	1.86
The extent to which the system works to reduce stress in its members	3.12	1.86	4.12	1.96	3.24	1.79	3.69	1.88
School Board Practices								
Clarity of district mission of county board of education	4.27	1.64	4.79	1.77	4.60	1.48	4.67	1.35
The way in which teacher/board collective bargaining is conducted	3.73	1.85	4.95	1.61	4.24	1.95	4.57	1.83
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.38	1.73	4.36	1.84	3.53	1.82	4.08	1.81
Teacher input into school board policies	3.25	1.65	4.08	1.62	3.36	1.77	3.83	1.61
The extent to which board members understand the problems faced by teachers	2.81	1.71	3.52	1.82	3.00	1.81	3.34	1.82
ATA Practices								
The educational activities provided by the local professional development committee	5.24	1.26	5.44	1.00	5.52	1.34	5.23	1.33
The way in which the local ATA represents your bargaining concerns	5.12	1.42	5.27	1.37	5.34	1.53	5.15	1.50

Table 6.9 (continued)

Facet	Location of Present Residence							
	same town as school (n=159-169)		larger center in county (n=41-50)		hamlet or farm near school (n=115-121)		outside the county (n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The support given to teachers by the local branch of the ATA	5.14	1.27	4.94	1.36	5.33	1.42	5.05	1.41
The availability of provincial ATA resource people	4.85	1.33	4.86	1.19	5.05	1.31	4.77	1.25
The public relations carried out by the local branch of the ATA	4.51	1.37	4.51	1.54	4.75	1.54	4.53	1.55
Expectations and System Response								
The match between your expectations of the system and the system's response	3.54	1.57	4.14	1.68	3.58	1.60	4.02	1.57
School-Community Interactions								
The amount of involvement of parents in school activities	4.59	1.49	4.50	1.58	4.48	1.67	4.27	1.73
Community expectations of teachers	3.83	1.54	4.04	1.56	3.92	1.54	4.06	1.38
Community support of teachers	3.69	1.60	3.86	1.74	3.93	1.64	4.02	1.50
Community Attributes								
Availability of facilities in your community for recreation	5.36	1.53	5.00	1.65	5.15	1.58	4.71	1.50
Opportunity for social relationships in the community	5.04	1.52	4.51	1.36	5.21	1.36	4.44	1.39
Availability of cultural activities in your community	4.73	1.64	4.71	1.57	4.71	1.70	4.39	1.57

Table 6.9 (continued)

Facet	Location of Present Residence							
	same town as school		larger center in county		hamlet or farm near school		outside the county	
	(n=159-169)		(n=41-50)		(n=115-121)		(n=74-80)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes								
Attitude of parents towards education	3.65	1.62	3.60	1.76	3.79	1.59	3.86	1.74
Status of teachers in society	2.98	1.71	3.08	1.82	3.23	1.71	3.17	1.71
Attitude of society towards teachers	2.68	1.63	2.70	1.76	2.93	1.67	2.76	1.61

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.11

Mean Satisfaction Scores for Teachers Grouped by Years Lived in Present Residence for All Facets

	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
Facet	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.16	1.04	6.10	1.24	6.08	1.35	6.04	1.28
Your relationship with the principal	6.00	1.25	6.16	1.16	5.82	1.71	6.07	1.21
The extent to which the principal has trust and confidence in the teachers	6.07	1.00	6.05	1.32	5.86	1.66	6.04	1.36
Clarity of principal's expectations	5.92	1.20	5.71	1.54	5.86	1.61	5.62	1.42
Educational leadership of principal	5.90	1.32	5.71	1.65	5.63	1.71	5.63	1.57
The amount of personal support given to teachers by the principal	5.62	1.62	5.76	1.67	5.49	1.77	5.70	1.55
Staff Relationships								
Your relationships with other teachers	6.03	1.19	6.45	0.60	6.46	0.73	6.19	1.04
Opportunities for social relationships with staff	5.35	1.42	5.65	1.25	5.49	1.41	5.80	1.15
Recognition by other teachers in the school of your work	5.01	1.46	5.25	1.49	5.07	1.36	5.36	1.34
School Characteristics								
Clarity of school goals	5.55	1.40	5.68	1.27	5.65	1.60	5.86	1.10
Your involvement with decision-making in your school	5.50	1.42	5.50	1.46	5.43	1.61	5.67	1.26
The amount of time expected to be spent on extra-curricular activities	5.34	1.18	5.43	1.35	5.55	1.50	5.39	1.41

Table 6.11 (continued)

Facet	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.18	1.41	5.17	1.43	5.10	1.67	5.21	1.44
The amount of time spent in meetings	4.90	1.32	4.76	1.53	4.91	1.59	4.76	1.72
Student-Related Facets								
General behavior of students in school	5.46	1.50	5.21	1.53	5.18	1.56	5.19	1.58
Policy of integration of special needs students into the regular classroom	4.90	1.60	5.04	1.59	4.67	1.88	4.62	1.84
Support services available for integrated special needs students	5.00	1.49	4.65	1.82	4.64	1.76	4.52	1.87
Attitudes of students toward learning	4.90	1.66	4.45	1.70	4.29	1.61	4.37	1.70
Teaching								
Your sense of achievement in teaching	5.94	0.94	6.03	1.07	6.05	1.01	6.01	1.14
Your overall level of satisfaction with your work as a teacher	6.03	0.74	5.81	1.07	5.72	1.12	5.84	1.21
The prospect of classroom teaching as your life-time career	5.61	1.60	5.38	1.77	5.98	1.39	5.89	1.48
Intellectual stimulation in your work	5.66	1.24	5.72	1.16	5.63	1.30	5.50	1.42
Your job security	3.70	2.02	4.38	1.91	4.95	1.69	4.76	1.98
Professional Development								
Opportunities for useful in-service education	4.79	1.60	4.85	1.79	5.05	1.44	5.24	1.52

Table 6.11 (continued)

Facet	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.67	1.39	4.80	1.60	4.55	1.53	4.75	1.62
Extent to which staff are granted leave for further studies	4.39	1.42	4.45	1.66	4.33	1.66	4.45	1.70
System Practices								
The distribution of resources to schools	4.84	1.43	4.72	1.55	4.85	1.53	4.98	1.54
Your opportunity for promotion	4.31	1.38	4.64	1.39	4.70	1.50	4.51	1.56
Methods used in the selection of school administrators	4.31	1.20	4.20	1.55	4.26	1.52	4.04	1.52
Practices used to transfer teachers	4.06	1.32	4.20	1.56	4.22	1.41	4.10	1.52
Your involvement with decision-making in your county	4.25	1.53	3.97	1.67	3.79	1.64	3.79	1.56
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.94	1.44	4.70	1.68	4.56	1.83	4.71	1.67
The extent to which you feel that central office administrators are supportive of individual teachers	4.83	1.52	4.71	1.82	4.55	1.86	4.59	1.68
Educational leadership of the superintendent	4.75	1.80	4.59	1.98	4.48	1.92	4.52	1.88
Fairness in treatment of all teachers	4.70	1.52	4.54	1.83	4.55	1.66	4.42	1.73
Recognition of teacher achievement by the superintendent	4.27	1.59	4.39	1.86	4.33	1.90	4.18	1.71

Table 6.11 (continued)

Facet	Years Lived in Present Residence							
	1 year or less (n=50-55)		2-5 years (n=134-142)		6-10 years (n=67-69)		11 or more years (n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.75	1.70	3.41	1.91	3.11	1.90	3.35	1.90
School Board Practices								
Clarity of district mission of county board of education	4.40	1.36	4.61	1.61	4.34	1.73	4.50	1.53
The way in which teacher/board collective bargaining is conducted	4.16	1.51	4.10	1.99	4.21	1.90	4.24	1.93
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.81	1.49	3.68	1.81	3.61	1.93	3.64	1.87
Teacher input into school board policies	3.63	1.50	3.41	1.76	3.40	1.76	3.52	1.68
The extent to which board members understand the problems faced by teachers	3.25	1.64	3.12	1.89	2.98	1.94	2.94	1.68
ATA Practices								
The educational activities provided by the local professional development committee	5.34	1.08	5.16	1.39	5.18	1.30	5.58	1.18
The way in which the local ATA represents your bargaining concerns	5.26	1.08	4.97	1.58	5.05	1.45	5.48	1.43
The support given to teachers by the local branch of the ATA	5.18	1.08	5.04	1.44	4.95	1.28	5.33	1.38
The availability of provincial ATA resource people	4.92	1.01	4.79	1.29	4.78	1.45	5.03	1.30
The public relations carried out by the local branch of the ATA	4.71	1.27	4.44	1.50	4.38	1.52	4.74	1.47

Table 6.11 (continued)

	Years Lived in Present Residence							
	1 year or less		2-5 years		6-10 years		11 or more years	
Facet	(n=50-55)		(n=134-142)		(n=67-69)		(n=146-154)	
	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	4.01	1.35	3.77	1.69	3.49	1.68	3.65	1.55
School-Community Interactions								
The amount of involvement of parents in school activities	4.41	1.62	4.44	1.52	4.20	1.64	4.68	1.64
Community expectations of teachers	4.25	1.37	3.93	1.54	3.70	1.50	3.88	1.52
Community support of teachers	4.10	1.48	3.78	1.68	3.81	1.61	3.81	1.60
Community Attributes								
Availability of facilities in your community for recreation	5.12	1.38	4.88	1.72	4.78	1.75	5.52	1.30
Opportunity for social relationships in the community	4.49	1.51	4.72	1.50	4.76	1.50	5.32	1.30
Availability of cultural activities in your community	4.48	1.35	4.60	1.72	4.27	1.61	4.96	1.63
Societal Attitudes								
Attitude of parents towards education	3.90	1.61	3.56	1.71	3.39	1.64	3.93	1.57
Status of teachers in society	3.29	1.77	2.97	1.71	2.95	1.74	3.21	1.71
Attitude of society towards teachers	2.89	1.66	2.61	1.61	2.71	1.61	2.89	1.69

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 6.13

Mean Satisfaction Scores for Teachers Grouped by Location of Childhood Residence for All Facets

	Location of Childhood Residence					
	rural		town		urban	
Facet	(n=182-192)		(n=104-111)		(n=102-107)	
	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships						
The extent to which the principal makes information from central office available	6.10	1.21	6.27	1.15	5.85	1.41
Your relationship with the principal	6.15	1.14	6.03	1.38	5.92	1.39
The extent to which the principal has trust and confidence in the teachers	6.10	1.25	6.12	1.39	5.77	1.46
Clarity of principal's expectations	5.72	1.51	5.83	1.30	5.51	1.55
Educational leadership of principal	5.66	1.62	5.82	1.44	5.60	1.66
The amount of personal support given to teachers by the principal	5.71	1.58	5.72	1.66	5.56	1.68
Staff Relationships						
Your relationships with other teachers	6.41	0.84	6.26	0.95	6.13	0.94
Opportunities for social relationships with staff	5.67	1.35	5.67	1.19	5.53	1.25
Recognition by other teachers in the school of your work	5.27	1.43	5.27	1.46	5.14	1.32
School Characteristics						
Clarity of school goals	5.76	1.30	5.90	1.15	5.49	1.38
Your involvement with decision-making in your school	5.58	1.37	5.75	1.36	5.33	1.47
The amount of time expected to be spent on extra-curricular activities	5.51	1.33	5.42	1.47	5.23	1.36
Methods used to evaluate teachers	5.24	1.38	5.19	1.58	5.09	1.48

Table 6.13 (continued)

Facet	Location of Childhood Residence					
	rural		town		urban	
	(n=182-192)		(n=104-111)		(n=102-107)	
	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)						
The amount of time spent in meetings	4.95	1.52	4.90	1.65	4.47	1.58
Student-Related Facets						
General behavior of students in school	5.20	1.59	5.55	1.39	4.96	1.59
Policy of integration of special needs students into the regular classroom	4.87	1.73	4.96	1.72	4.61	1.72
Support services available for integrated special needs students	4.70	1.74	4.77	1.83	4.45	1.79
Attitudes of students toward learning	4.47	1.65	4.60	1.69	4.36	1.74
Teaching						
Your sense of achievement in teaching	6.04	1.04	6.07	1.08	5.88	1.12
Your overall level of satisfaction with your work as a teacher	5.91	0.98	5.92	1.15	5.58	1.24
The prospect of classroom teaching as your life-time career	5.67	1.67	5.87	1.52	5.53	1.58
Intellectual stimulation in your work	5.55	1.25	5.81	1.32	5.51	1.34
Your job security	4.47	2.00	4.81	1.95	4.32	1.88
Professional Development						
Opportunities for useful in-service education	5.04	1.67	5.26	1.39	4.80	1.66
Availability of useful advice to assist you with problems you encounter in teaching	4.73	1.56	4.82	1.60	4.56	1.58

Table 6.13 (continued)

Facet	Location of Childhood Residence					
	rural		town		urban	
	(n=182-192)		(n=104-111)		(n=102-107)	
	mean	sd	mean	sd	mean	sd
Professional Development (contd.)						
Extent to which staff are granted leave for further studies	4.36	1.63	4.53	1.70	4.47	1.60
System Practices						
The distribution of resources to schools	4.88	1.53	4.93	1.65	4.72	1.45
Your opportunity for promotion	4.46	1.48	4.81	1.56	4.53	1.33
Methods used in the selection of school administrators	4.09	1.44	4.42	1.59	4.07	1.43
Practices used to transfer teachers	3.96	1.54	4.41	1.58	4.19	1.27
Your involvement with decision-making in your county	3.77	1.69	4.16	1.61	3.86	1.46
Central Office Practices						
The extent to which the system keeps you informed about matters related to your job	4.56	1.73	4.90	1.69	4.83	1.49
The extent to which you feel that central office administrators are supportive of individual teachers	4.52	1.75	4.92	1.73	4.67	1.71
Educational leadership of the superintendent	4.36	1.95	4.90	1.75	4.64	1.91
Fairness in treatment of all teachers	4.35	1.79	4.82	1.62	4.57	1.69
Recognition of teacher achievement by the superintendent	4.23	1.85	4.48	1.77	4.24	1.65
The extent to which the system works to reduce stress in its members	3.26	1.89	3.56	1.94	3.44	1.81

Table 6.13 (continued)

Facet	Location of Childhood Residence					
	rural (n=182-192)		town (n=104-111)		urban (n=102-107)	
	mean	sd	mean	sd	mean	sd
School Board Practices						
Clarity of district mission of county board of education	4.29	1.60	4.80	1.46	4.58	1.61
The way in which teacher/board collective bargaining is conducted	4.00	1.98	4.39	1.86	4.32	1.75
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.53	1.83	3.80	1.77	3.82	1.81
Teacher input into school board policies	3.30	1.76	3.57	1.63	3.74	1.63
The extent to which board members understand the problems faced by teachers	2.95	1.76	3.10	1.81	3.24	1.82
ATA Practices						
The educational activities provided by the local professional development committee	5.43	1.23	5.42	1.27	5.17	1.21
The way in which the local ATA represents your bargaining concerns	5.27	1.37	5.22	1.52	5.02	1.57
The support given to teachers by the local branch of the ATA	5.18	1.24	5.27	1.44	4.94	1.45
The availability of provincial ATA resource people	4.86	1.21	5.15	1.25	4.69	1.43
The public relations carried out by the local branch of the ATA	4.59	1.39	4.82	1.58	4.28	1.49
Expectations and System Response						
The match between your expectations of the system and the system's response	3.54	1.60	3.82	1.67	3.96	1.49

Table 6.13 (continued)

Facet	Location of Childhood Residence					
	rural		town		urban	
	(n=182-192)		(n=104-111)		(n=102-107)	
	mean	sd	mean	sd	mean	sd
School-Community Interactions						
The amount of involvement of parents in school activities	4.63	1.56	4.42	1.66	4.37	1.62
Community expectations of teachers	3.96	1.49	3.86	1.60	4.02	1.46
Community support of teachers	3.90	1.63	3.69	1.63	3.99	1.57
Community Attributes						
Availability of facilities in your community for recreation	5.26	1.56	5.05	1.60	5.07	1.52
Opportunity for social relationships in the community	5.02	1.44	5.02	1.41	4.68	1.56
Availability of cultural activities in your community	4.76	1.60	4.63	1.75	4.55	1.59
Societal Attitudes						
Attitude of parents towards education	3.82	1.65	3.68	1.70	3.63	1.63
Status of teachers in society	3.16	1.75	3.02	1.77	3.14	1.66
Attitude of society towards teachers	2.81	1.66	2.61	1.67	2.91	1.63

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.1

Mean Satisfaction Scores for Teachers Grouped by Contract Status for All Facets

	Contract Status							
	full-time permanent		full-time temporary		part-time permanent		part-time temporary	
Facet	(n=332-341)		(n=29-32)		(n=30-33)		(n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.05	1.26	6.12	1.38	6.15	1.20	6.60	0.63
Your relationship with the principal	6.05	1.29	5.93	1.56	5.96	1.25	6.53	0.63
The extent to which the principal has trust and confidence in the teachers	6.02	1.36	6.06	1.31	5.81	1.57	6.40	1.05
Clarity of principal's expectations	5.70	1.47	5.84	1.58	5.43	1.58	6.13	0.51
Educational leadership of principal	5.68	1.59	5.62	1.75	5.56	1.64	6.40	0.73
The amount of personal support given to teachers by the principal	5.70	1.61	5.65	1.82	5.18	1.87	6.40	0.73
Staff Relationships								
Your relationships with other teachers	6.34	0.85	6.09	1.37	6.12	0.83	6.40	0.82
Opportunities for social relationships with staff	5.65	1.25	5.37	1.53	5.81	1.30	5.73	1.09
Recognition by other teachers in the school of your work	5.24	1.40	5.06	1.47	5.16	1.52	5.66	1.23
School Characteristics								
Clarity of school goals	5.70	1.29	5.81	1.33	5.68	1.37	6.26	0.96
Your involvement with decision-making in your school	5.56	1.42	5.25	1.34	5.56	1.31	5.93	1.38
The amount of time expected to be spent on extra-curricular activities	5.40	1.41	5.45	1.15	5.59	1.36	5.66	1.23

Table 7.1 (continued)

Facet	Contract Status							
	full-time permanent		full-time temporary		part-time permanent		part-time temporary	
	(n=332-341)		(n=29-32)		(n=30-33)		(n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.17	1.45	4.93	1.76	5.24	1.50	5.86	1.12
The amount of time spent in meetings	4.76	1.59	5.03	1.42	4.60	1.74	5.73	1.03
Student-Related Facets								
General behavior of students in school	5.22	1.53	5.40	1.66	5.06	1.69	5.60	1.29
Policy of integration of special needs students into the regular classroom	4.81	1.74	4.87	1.66	4.66	1.88	4.86	1.84
Support services available for integrated special needs students	4.64	1.77	4.90	1.71	4.51	2.10	4.66	1.87
Attitudes of students toward learning	4.37	1.72	4.90	1.51	4.75	1.56	4.86	1.30
Teaching								
Your sense of achievement in teaching	6.00	1.09	6.25	0.67	5.93	1.29	6.06	0.70
Your overall level of satisfaction with your work as a teacher	5.82	1.13	5.96	0.96	5.90	1.11	6.00	0.53
The prospect of classroom teaching as your life-time career	5.71	1.60	5.59	1.82	5.80	1.32	5.60	1.80
Intellectual stimulation in your work	5.61	1.28	5.93	1.16	5.39	1.47	5.80	1.26
Your job security	4.80	1.81	2.64	1.87	4.38	1.94	2.33	1.91
Professional Development								
Opportunities for useful in-service education	5.04	1.60	4.81	1.89	5.03	1.65	5.06	1.43

Table 7.1 (continued)

	Contract Status							
	full-time permanent		full-time temporary		part-time permanent		part-time temporary	
Facet	(n=332-341)		(n=29-32)		(n=30-33)		(n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.70	1.58	5.00	1.34	4.71	1.70	4.80	1.42
Extent to which staff are granted leave for further study	4.37	1.69	4.62	1.14	4.71	1.59	4.58	1.50
System Practices								
The distribution of resources to the schools	4.83	1.57	5.13	1.16	4.81	1.68	4.93	0.96
Your opportunity for promotion	4.56	1.46	4.58	1.50	4.62	1.39	4.23	2.00
Methods used in the selection of school administrators	4.17	1.51	4.14	1.32	4.15	1.52	4.07	1.49
Practices used to transfer teachers	4.12	1.53	4.33	1.12	4.18	1.53	4.15	1.34
Your involvement with decision-making in your county	3.83	1.65	4.41	1.31	4.12	1.64	4.20	1.01
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.61	1.71	5.40	1.36	5.00	1.39	5.06	1.57
The extent to which you feel that central office administrators are supportive of individual teachers	4.57	1.78	5.48	1.23	4.68	1.49	4.86	1.95
Educational leadership of the superintendent	4.50	1.95	5.16	1.61	4.66	1.69	4.86	1.76
Fairness in treatment of all teachers	4.49	1.76	5.15	1.54	4.24	1.54	4.60	1.50
Recognition of teacher achievement by the superintendent	4.22	1.82	4.77	1.49	4.37	1.64	4.73	1.57

Table 7.1 (continued)

	Contract Status							
	full-time permanent		full-time temporary		part-time permanent		part-time temporary	
Facet	(n=332-341)		(n=29-32)		(n=30-33)		(n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.27	1.88	4.29	1.71	3.57	1.80	3.93	2.05
School Board Practices								
Clarity of district mission of county board of education	4.41	1.61	5.00	1.22	4.96	1.45	4.78	1.12
The way in which teacher/board collective bargaining is conducted	4.10	1.95	4.80	1.24	4.27	1.90	4.80	1.37
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.58	1.85	4.45	1.33	3.78	1.83	4.00	1.51
Teacher input into school board policies	3.36	1.74	4.19	1.32	3.78	1.49	4.13	1.30
The extent to which board members understand the problems faced by teachers	2.93	1.78	4.09	1.55	2.72	1.73	4.33	1.49
ATA Practices								
The educational activities provided by the local professional development committee	5.36	1.29	5.19	1.07	5.42	1.17	5.00	1.41
The way in which the local ATA represents your bargaining concerns	5.26	1.49	4.66	1.18	5.18	1.50	5.20	1.20
The support given to teachers by the local branch of the ATA	5.20	1.35	4.90	1.27	4.96	1.42	5.13	1.40
The availability of provincial ATA resource people	4.91	1.32	4.80	0.94	4.84	1.32	4.86	1.24
The public relations carried out by the local branch of the ATA	4.60	1.49	4.48	1.38	4.42	1.41	4.64	1.44

Table 7.1 (continued)

Facet	Contract Status							
	full-time permanent		full-time temporary		part-time permanent		part-time temporary	
	(n=332-341)		(n=29-32)		(n=30-33)		(n=14-15)	
	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	3.64	1.64	4.16	1.39	3.67	1.42	4.57	1.22
School-Community Interactions								
The amount of involvement of parents in school activities	4.48	1.62	4.25	1.70	4.78	1.40	4.60	1.24
Community expectations of teachers	3.89	1.50	4.31	1.42	4.00	1.62	3.73	1.66
Community support of teachers	3.79	1.63	4.25	1.45	4.03	1.59	3.86	1.72
Community Attributes								
Availability of facilities in your community for recreation	5.15	1.60	4.75	1.52	5.48	1.25	5.00	1.41
Opportunity for social relationships in the community	4.91	1.48	4.59	1.24	5.34	1.31	4.78	1.57
Availability of cultural activities in your community	4.71	1.69	4.53	1.26	4.57	1.56	4.00	1.36
Societal Attitudes								
Attitude of parents towards education	3.72	1.64	3.65	1.85	3.96	1.57	3.33	1.44
Status of teachers in society	3.07	1.71	3.00	1.98	3.54	1.62	3.26	1.70
Attitude of society towards teachers	2.72	1.64	2.71	1.81	3.39	1.65	2.66	1.23

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.3

Mean Satisfaction Scores for Teachers Grouped by Highest Level of Education Attained for All Facets

	Highest Level of Education Attained							
	teaching certificate		B.Ed.		degree and B.Ed.		masters or doctorate	
Facet	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.27	1.06	6.10	1.26	5.94	1.28	6.00	1.21
Your relationship with the principal	6.00	1.33	6.12	1.26	5.88	1.43	5.79	1.44
The extent to which the principal has trust and confidence in the teachers	6.00	1.28	6.09	1.29	5.84	1.58	5.62	1.73
Clarity of principal's expectations	5.68	1.28	5.15	1.46	5.52	1.69	5.58	1.24
Educational leadership of principal	5.75	1.40	5.79	1.52	5.28	1.97	5.25	1.64
The amount of personal support given to teachers by the principal	5.58	1.78	5.74	1.58	5.38	1.89	5.58	1.63
Staff Relationships								
Your relationships with other teachers	6.34	0.97	6.32	0.89	6.20	1.02	6.32	0.69
Opportunities for social relationships with staff	5.93	1.03	5.60	1.32	5.72	1.21	5.72	1.10
Recognition by other teachers in the school of your work	5.55	1.32	5.23	1.41	5.22	1.55	5.08	1.32
School Characteristics								
Clarity of school goals	5.71	1.11	5.76	1.32	5.74	1.17	5.40	1.35
Your involvement with decision-making in your school	5.51	1.50	5.58	1.39	5.52	1.38	5.36	1.55
The amount of time expected to be spent on extra-curricular activities	5.46	1.50	5.46	1.33	5.22	1.41	5.32	1.72

Table 7.3 (continued)

	Highest Level of Education Attained							
	teaching certificate		B.Ed.		degree and B.Ed.		masters or doctorate	
Facet	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.20	1.34	5.20	1.48	5.09	1.56	5.16	1.34
The amount of time spent in meetings	4.75	1.66	4.84	1.59	4.52	1.67	4.92	1.28
Student-Related Facets								
General behavior of students in school	4.67	1.63	5.25	1.55	5.35	1.58	5.40	1.32
Policy of integration of special needs students into the regular classroom	4.46	1.71	4.93	1.67	4.36	1.98	4.60	2.02
Support services available for integrated special needs students	4.65	1.87	4.74	1.75	4.46	1.84	3.96	2.05
Attitude of students towards learning	4.20	1.78	4.51	1.64	4.43	1.82	4.16	1.92
Teaching								
Your sense of achievement in teaching	5.86	1.21	6.08	0.95	5.88	1.38	5.80	1.52
The prospect of classroom teaching as your life-time career	6.18	1.52	5.69	1.57	5.48	1.82	5.70	1.68
The prospect of classroom teaching as your life-time career	6.18	1.52	5.69	1.57	5.48	1.82	5.70	1.68
Intellectual stimulation in your work	5.75	1.21	5.68	1.19	5.52	1.54	4.96	1.85
Your job security	4.17	2.17	4.53	1.93	4.61	2.13	4.48	1.71
Professional Development								
Opportunities for useful in-service education	5.62	1.11	5.00	1.63	4.98	1.67	4.72	1.79

Table 7.3 (continued)

Facet	Highest Level of Education Attained							
	teaching certificate		B.Ed.		degree and B.Ed.		masters or doctorate	
	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	5.24	1.40	4.73	1.53	4.66	1.70	4.29	1.89
Extent to which staff are granted leave for further studies	4.44	1.59	4.44	1.61	4.63	1.82	3.86	1.67
System Practices								
The distribution of resources to schools	4.60	1.57	4.85	1.55	5.14	1.41	4.68	1.49
Your opportunity for promotion	4.84	1.61	4.64	1.40	4.45	1.51	3.54	1.71
Methods used in the selection of school administrators	4.07	1.10	4.25	1.44	3.95	1.70	3.70	1.92
Practices used to transfer teachers	4.00	1.18	4.14	1.53	4.36	1.34	3.87	1.67
Your involvement with decision-making in your county	3.72	1.46	3.94	1.61	3.97	1.59	3.66	1.85
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.96	1.47	4.70	1.68	4.74	1.73	4.68	1.70
The extent to which you feel that central office administrators are supportive of individual teachers	4.71	1.53	4.67	1.73	4.58	1.88	4.60	1.91
Educational leadership of the superintendent	4.75	1.68	4.53	1.95	4.66	1.84	4.80	1.82
Fairness in treatment of all teachers	4.86	1.38	4.55	1.72	4.49	1.88	3.92	1.75
Recognition of teacher achievement by the superintendent	4.55	1.36	4.24	1.83	4.50	1.65	4.36	1.82

Table 7.3 (continued)

Facet	Highest Level of Education Attained							
	teaching certificate		B.Ed.		degree and B.Ed.		masters or doctorate	
	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.17	1.89	3.43	1.87	3.38	2.05	3.20	1.73
School Board Practices								
Clarity of district mission of county board of education	4.37	1.18	4.52	1.58	4.69	1.60	4.08	1.75
The way in which teacher/board collective bargaining is conducted	3.72	2.06	4.26	1.87	4.15	1.99	4.00	1.84
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.58	2.04	3.69	1.79	3.76	1.83	3.45	1.88
Teacher input into school board policies	3.06	1.81	3.50	1.69	3.60	1.79	3.52	1.55
The extent to which board members understand the problems faced by teachers	2.72	1.79	3.08	1.76	3.19	2.05	2.91	1.69
ATA Practices								
The educational activities provided by the local professional development committee	5.68	1.00	5.34	1.26	5.16	1.47	5.36	1.28
The way in which the local ATA represents your bargaining concerns	5.48	1.70	5.26	1.35	4.88	1.67	5.08	1.91
The support given to teachers by the local branch of the ATA	5.44	1.15	5.22	1.29	4.74	1.57	4.80	1.68
The availability of provincial ATA resource people	5.44	1.08	4.86	1.26	4.74	1.61	5.12	1.01
The public relations carried out by the local branch of the ATA	4.75	1.40	4.63	1.45	4.32	1.69	4.32	1.34

Table 7.3 (continued)

	Highest Level of Education Attained							
	teaching certificate		B.Ed.		degree and B.Ed.		masters or doctorate	
	(n=27-29)		(n=285-315)		(n=44-51)		(n=22-25)	
Facet	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	3.68	1.51	3.71	1.56	3.80	1.95	3.62	1.58
School-Community Interactions								
The amount of involvement of parents in school activities	4.58	1.93	4.52	1.55	4.29	1.68	4.48	1.78
Community expectations of teachers	3.75	1.23	3.93	1.54	3.78	1.55	4.40	1.32
Community support of teachers	3.82	1.41	3.83	1.66	3.78	1.51	4.32	1.49
Community Attributes								
Availability of facilities in your community for recreation	5.65	1.23	5.13	1.61	4.94	1.34	5.20	1.63
Opportunity for social relationships in the community	5.03	1.47	4.94	1.46	4.56	1.56	5.20	1.11
Availability of cultural activities in your community	5.03	1.34	4.65	1.66	4.49	1.66	4.72	1.69
Societal Attitudes								
Attitude of parents towards education	3.58	1.42	3.76	1.64	3.50	1.75	3.92	1.73
Status of teachers in society	3.00	1.43	3.07	1.70	3.19	2.06	3.48	1.63
Attitude of society towards teachers	2.58	1.35	2.76	1.63	2.82	1.92	3.08	1.70

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.5

Mean Satisfaction Scores for Teachers Grouped by Total Years of Teaching Experience for All Facets

	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.75	0.46	6.14	1.15	6.00	1.28	6.09	1.27
Your relationship with the principal	6.00	2.07	6.01	1.22	6.07	1.44	6.06	1.22
The extent to which the principal has trust and confidence in the teachers	6.12	1.35	5.98	1.18	6.00	1.46	6.04	1.36
Clarity of principal's expectations	6.37	0.91	5.67	1.52	5.70	1.52	5.69	1.44
Educational leadership of principal	6.00	2.07	5.62	1.64	5.67	1.64	5.71	1.54
The amount of personal support given to teachers by the principal	5.75	2.05	5.64	1.68	5.50	1.81	5.76	1.52
Staff Relationships								
Your relationships with other teachers	6.25	1.38	6.12	1.04	6.40	0.78	6.31	0.89
Opportunities for social relationships with staff	5.37	1.30	5.41	1.47	5.58	1.38	5.73	1.16
Recognition by other teachers in the school of your work	5.12	1.35	5.05	1.66	5.16	1.47	5.32	1.33
School Characteristics								
Clarity of school goals	6.12	1.35	5.56	1.41	5.75	1.36	5.74	1.23
Your involvement with decision-making in your school	5.75	1.28	5.23	1.58	5.55	1.46	5.62	1.34
The amount of time expected to be spent on extra-curricular activities	5.62	0.91	5.13	1.26	5.61	1.39	5.41	1.40

Table 7.5 (continued)

Facet	Total Years of Teaching Experience							
	less than 2 years (n=6-8)		2-4 years (n=49-56)		5-10 years (n=101-111)		11 or more years (n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.50	1.77	5.08	1.58	5.16	1.55	5.20	1.40
The amount of time spent in meetings	6.12	0.64	4.67	1.29	4.75	1.64	4.82	1.63
Student-Related Facets								
General behavior of students in school	5.12	1.35	4.98	1.74	5.23	1.63	5.30	1.47
Policy of integration of special needs students into the regular classroom	5.28	1.70	5.00	1.57	4.89	1.75	4.71	1.78
Support services available for integrated special needs students	5.75	1.58	4.92	1.56	4.52	1.90	4.61	1.79
Attitudes of students toward learning	5.00	1.06	4.69	1.48	4.53	1.74	4.35	1.71
Teaching								
Your sense of achievement in teaching	5.87	0.64	6.00	1.00	5.99	1.07	6.04	1.10
Your overall level of satisfaction with your work as a teacher	5.62	1.06	5.85	1.06	5.87	1.00	5.83	1.15
The prospect of classroom teaching as your life-time career	5.87	1.64	5.25	1.91	5.46	1.70	5.91	1.44
Intellectual stimulation in your work	5.37	1.30	5.69	1.24	5.61	1.25	5.62	1.33
Your job security	2.28	2.21	3.62	1.94	4.58	1.84	4.76	1.91
Professional Development								
Opportunities for useful in-service education	4.87	1.88	4.67	1.65	4.72	1.78	5.24	1.49

Table 7.5 (continued)

	Total Years of Teaching Experience							
Facet	less than 2 years (n=6-8)		2-4 years (n=49-56)		5-10 years (n=101-111)		11 or more years (n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	5.00	1.69	4.81	1.38	4.45	1.64	4.82	1.56
Extent to which staff are granted leave for further studies	4.71	1.60	4.51	1.24	4.41	1.62	4.40	1.73
System Practices								
The distribution of resources to schools	5.42	0.97	4.58	1.39	4.80	1.63	4.92	1.52
Your opportunity for promotion	4.28	2.13	4.59	1.48	4.53	1.33	4.58	1.52
Methods used in the selection of school administrators	4.00	0.63	4.24	1.23	4.24	1.43	4.12	1.58
Practices used to transfer teachers	4.57	0.78	3.92	1.27	4.28	1.54	4.12	1.53
Your involvement with decision-making in your county	4.62	1.06	4.18	1.46	3.89	1.57	3.83	1.66
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	5.25	1.28	4.89	1.56	4.72	1.69	4.66	1.69
The extent to which you feel that central office administrators are supportive of individual teachers	5.14	1.46	5.05	1.73	4.60	1.82	4.59	1.70
Educational leadership of the superintendent	5.00	1.63	5.05	1.67	4.51	1.96	4.48	1.93
Fairness in treatment of all teachers	5.37	1.18	4.82	1.74	4.57	1.62	4.40	1.77
Recognition of teacher achievement by the superintendent	4.14	1.77	4.55	1.70	4.16	1.84	4.30	1.77

Table 7.5 (continued)

Facet	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.57	1.61	4.10	1.66	3.19	1.90	3.31	1.90
School Board Practices								
Clarity of district mission of county board of education	5.37	1.18	4.71	1.23	4.38	1.52	4.48	1.66
The way in which teacher/board collective bargaining is conducted	4.50	1.19	4.57	1.61	3.93	1.97	4.20	1.93
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.62	0.91	4.12	1.51	3.40	1.86	3.66	1.85
Teacher input into school board policies	4.12	0.99	3.79	1.53	3.25	1.76	3.50	1.71
The extent to which board members understand the problems faced by teachers	3.87	1.24	3.64	1.76	2.73	1.76	3.04	1.79
ATA Practices								
The educational activities provided by the local professional development committee	4.85	1.46	5.11	1.09	5.02	1.44	5.55	1.19
The way in which the local ATA represents your bargaining concerns	4.57	1.27	4.86	1.27	5.20	1.33	5.31	1.55
The support given to teachers by the local branch of the ATA	4.71	1.49	4.98	1.27	5.06	1.26	5.25	1.40
The availability of provincial ATA resource people	4.71	1.25	4.81	1.12	4.68	1.24	5.02	1.34

Table 7.5 (continued)

Facet	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The public relations carried out by the local branch of the ATA	4.57	1.27	4.46	1.42	4.34	1.49	4.71	1.47
Expectations and System Response								
The match between your expectations of the system and the system's response	4.00	1.19	4.16	1.50	3.50	1.64	3.70	1.61
School-Community Interactions								
The amount of involvement of parents in school activities	4.62	0.74	4.19	1.60	4.29	1.67	4.64	1.58
Community expectations of teachers	4.62	1.40	3.94	1.43	3.88	1.55	3.91	1.52
Community support of teachers	4.25	1.16	4.03	1.54	3.74	1.72	3.84	1.59
Community Attributes								
Availability of facilities in your community for recreation	4.62	1.59	4.75	1.41	4.98	1.69	5.31	1.52
Opportunity for social relationships in the community	4.00	1.41	4.41	1.46	4.60	1.57	5.20	1.34
Availability of cultural activities in your community	4.25	1.38	4.41	1.47	4.55	1.68	4.78	1.66
Societal Attitudes								
Attitude of parents towards education	3.75	1.98	3.82	1.56	3.52	1.61	3.79	1.67
Status of teachers in society	2.62	2.06	3.46	1.81	2.81	1.69	3.18	1.70

Table 7.5 (continued)

Facet	Total Years of Teaching Experience							
	less than 2 years		2-4 years		5-10 years		11 or more years	
	(n=6-8)		(n=49-56)		(n=101-111)		(n=224-245)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes (contd.)								
Attitude of society towards teachers	2.62	1.84	2.87	1.58	2.57	1.64	2.84	1.66

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.7

Mean Satisfaction Scores for Teachers Grouped by Sex of Principal for All Facets

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
Teacher-Principal Relationships				
The extent to which the principal makes information from central office available	6.02	1.26	6.27	1.19
Your relationship with the principal	6.01	1.33	6.18	1.20
The extent to which the principal has trust and confidence in the teachers	5.99	1.37	6.12	1.33
Clarity of principal's expectations	5.62	1.50	5.93	1.34
Educational leadership of principal	5.58	1.63	6.00	1.43
The amount of personal support given to teachers by the principal	5.62	1.63	5.86	1.63
Staff Relationships				
Your relationships with other teachers	6.32	0.88	6.25	0.94
Opportunities for social relationships with staff	5.62	1.26	5.72	1.31
Recognition by other teachers in the school of your work	5.21	1.43	5.32	1.37
School Characteristics				
Clarity of school goals	5.67	1.30	5.90	1.27
Your involvement with decision-making in your school	5.51	1.37	5.65	1.51
The amount of time expected to be spent on extra-curricular activities	5.47	1.37	5.31	1.40
Methods used to evaluate teachers	5.11	1.50	5.37	1.37
The amount of time spent in meetings	4.87	1.61	4.63	1.51

Table 7.7 (continued)

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
Student-Related Facets				
General behavior of students in school	5.24	1.55	5.21	1.54
Policy of integration of special needs students into the regular classroom	4.75	1.75	4.97	1.73
Support services available for integrated special needs students	4.61	1.85	4.77	1.63
Attitudes of students toward learning	4.36	1.71	4.72	1.58
Teaching				
Your sense of achievement in teaching	5.96	1.14	6.18	0.81
Your overall level of satisfaction with your work as a teacher	5.82	1.14	5.90	0.97
The prospect of classroom teaching as your life-time career	5.64	1.66	5.86	1.42
Intellectual stimulation in your work	5.56	1.34	5.79	1.14
Your job security	4.51	1.93	4.53	2.04
Extent to which staff are granted leave for further studies				
Professional Development				
Opportunities for useful in-service education	4.89	1.65	5.40	1.45
Availability of useful advice to assist you with problems you encounter in teaching	4.59	1.60	5.13	1.40
Extent to which staff are granted leave for further studies	4.19	1.66	5.12	1.38
System Practices				
The distribution of resources to schools	4.72	1.59	5.23	1.26
Your opportunity for promotion	4.51	1.49	4.72	1.41

Table 7.7 (continued)

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
System Practices (contd.)				
Methods used in the selection of school administrators	4.09	1.53	4.37	1.37
Practices used to transfer teachers	4.07	1.48	4.34	1.51
Your involvement with decision-making in your county	3.74	1.61	4.41	1.51
Central Office Practices				
The extent to which the system keeps you informed about matters related to your job	4.48	1.71	5.38	1.33
The extent to which you feel that central office administrators are supportive of individual teachers	4.46	1.77	5.24	1.49
Educational leadership of the superintendent	4.26	1.95	5.46	1.44
Fairness in treatment of all teachers	4.36	1.73	4.98	1.62
Recognition of teacher achievement by the superintendent	4.06	1.83	5.00	1.42
The extent to which the system works to reduce stress in its members	3.20	1.88	3.92	1.81
School Board Practices				
Clarity of district mission of county board of education	4.32	1.60	5.08	1.33
The way in which teacher/board collective bargaining is conducted	3.95	1.92	4.88	1.62
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.44	1.82	4.34	1.63
Teacher input into school board policies	3.28	1.68	4.06	1.69
The extent to which board members understand the problems faced by teachers	2.84	1.76	3.67	1.75

Table 7.7 (continued)

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
ATA Practices				
The educational activities provided by the local professional development committee	5.32	1.32	5.41	1.12
The way in which the local ATA represents your bargaining concerns	5.16	1.50	5.35	1.33
The support given to teachers by the local branch of the ATA	5.15	1.41	5.17	1.19
The availability of provincial ATA resource people	4.86	1.31	5.00	1.23
The public relations carried out by the local branch of the ATA	4.52	1.50	4.74	1.39
Expectations and System Response				
The match between your expectations of the system and the system's response	3.56	1.64	4.16	1.41
School-Community Interactions				
The amount of involvement of parents in school activities	4.40	1.60	4.74	1.57
Community expectations of teachers	3.87	1.50	4.09	1.54
Community support of teachers	3.75	1.63	4.13	1.53
Community Attributes				
Availability of facilities in your community for recreation	5.15	1.61	5.10	1.42
Opportunity for social relationships in the community	4.90	1.50	4.96	1.34
Availability of cultural activities in your community	4.68	1.68	4.60	1.52

Table 7.7 (continued)

Facet	Sex of Principal			
	male (n=296-310)		female (n=99-108)	
	mean	sd	mean	sd
Societal Attitudes				
Attitude of parents towards education	3.69	1.67	3.82	1.58
Status of teachers in society	3.04	1.73	3.29	1.72
Attitude of society towards teachers	2.71	1.64	2.94	1.66

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.9

Mean Satisfaction Scores for Teachers Grouped by Years of Teaching in Present County for All Facets

Facet	Years of Teaching in County							
	under 2 years (n=19-21)		2-4 years (n=64-71)		5-10 years (n=114-123)		11 or more years (n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.28	0.95	6.18	1.17	5.91	1.36	6.14	1.23
Your relationship with the principal	5.76	1.54	6.21	1.09	5.98	1.43	6.08	1.25
The extent to which the principal has trust and confidence in the teachers	6.14	1.06	6.02	1.13	5.86	1.61	6.10	1.29
Clarity of principal's expectations	6.00	1.09	5.68	1.47	5.60	1.58	5.74	1.42
Educational leadership of principal	5.80	1.53	5.73	1.58	5.56	1.72	5.75	1.52
The amount of personal support given to teachers by the principal	5.52	1.83	5.80	1.48	5.37	1.90	5.84	1.45
Staff Relationships								
Your relationships with other teachers	5.90	1.48	6.23	0.74	6.43	0.71	6.29	0.96
Opportunities for social relationships with staff	5.28	1.58	5.54	1.31	5.58	1.35	5.75	1.17
Recognition by other teachers in the school of your work	4.76	1.57	5.11	1.53	5.13	1.47	5.39	1.30
School Characteristics								
Clarity of school goals	5.71	1.38	5.50	1.52	5.64	1.34	5.86	1.16
Your involvement with decision-making in your school	5.09	1.64	5.49	1.36	5.45	1.55	5.68	1.30
The amount of time expected to be spent on extra-curricular activities	5.55	0.88	5.22	1.44	5.45	1.45	5.47	1.35

Table 7.9 (continued)

	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.55	1.60	5.08	1.55	5.13	1.42	5.21	1.46
The amount of time spent in meetings	5.14	1.42	4.80	1.37	4.71	1.62	4.83	1.65
Student-Related Facets								
General behavior of students in school	5.57	1.24	4.95	1.74	5.17	1.59	5.33	1.47
Policy of integration of special needs students into the regular classroom	5.15	1.53	5.32	1.43	4.52	1.82	4.77	1.78
Support services available for integrated special needs students	5.00	1.74	5.16	1.49	4.25	1.93	4.68	1.76
Attitudes of students toward learning	5.09	1.22	4.36	1.65	4.44	1.78	4.44	1.67
Teaching								
Your sense of achievement in teaching	6.04	0.58	5.95	1.10	6.07	1.04	6.01	1.11
Your overall level of satisfaction with your work as a teacher	5.90	0.83	5.83	1.12	5.82	0.98	5.85	1.18
The prospect of classroom teaching as your life-time career	4.90	2.07	5.33	1.88	5.71	1.50	5.91	1.45
Intellectual stimulation in your work	5.42	1.24	5.71	1.26	5.56	1.29	5.65	1.31
Your job security	2.66	1.95	4.04	1.87	4.56	1.81	4.86	1.94
Professional Development								
Opportunities for useful in-service education	4.80	1.60	4.74	1.72	4.77	1.64	5.29	1.53

Table 7.9 (continued)

	Years of Teaching in County							
Facet	under 2 years (n=19-21)		2-4 years (n=64-71)		5-10 years (n=114-123)		11 or more years (n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.65	1.59	4.88	1.42	4.39	1.64	4.88	1.55
Extent to which staff are granted leave for further studies	4.47	1.32	4.50	1.47	4.33	1.56	4.45	1.77
System Practices								
The distribution of resources to schools	5.26	0.93	4.52	1.55	4.75	1.60	5.00	1.50
Your opportunity for promotion	3.89	1.69	4.73	1.37	4.50	1.41	4.60	1.52
Methods used in the selection of school administrators	4.11	0.99	4.25	1.22	3.99	1.54	4.24	1.57
Practices used to transfer teachers	4.06	1.06	4.03	1.31	4.24	1.51	4.13	1.57
Your involvement with decision-making in your county	4.25	1.29	4.07	1.55	3.70	1.62	3.95	1.64
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	5.15	1.22	4.84	1.67	4.51	1.69	4.75	1.69
The extent to which you feel that central office administrators are supportive of individual teachers	4.95	1.60	4.92	1.75	4.41	1.79	4.69	1.71
Educational leadership of the superintendent	5.10	1.32	4.83	1.84	4.30	1.99	4.60	1.91
Fairness in treatment of all teachers	4.80	1.40	4.70	1.73	4.39	1.65	4.51	1.80
Recognition of teacher achievement by the superintendent	4.35	1.42	4.56	1.79	3.98	1.79	4.39	1.78

Table 7.9 (continued)

Facet	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.57	1.71	3.78	1.82	3.03	1.79	3.45	1.95
School Board Practices								
Clarity of district mission of county board of education	4.90	1.07	4.63	1.45	4.15	1.52	4.64	1.65
The way in which teacher/board collective bargaining is conducted	4.45	1.31	4.26	1.78	3.92	1.95	4.29	1.94
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.15	1.38	3.83	1.65	3.38	1.88	3.75	1.85
Teacher input into school board policies	3.89	1.10	3.63	1.72	3.14	1.65	3.60	1.74
The extent to which board members understand the problems faced by teachers	3.61	1.11	3.48	1.88	2.59	1.69	3.12	1.82
ATA Practices								
The educational activities provided by the local professional development committee	4.94	1.12	5.23	1.20	5.10	1.41	5.56	1.19
The way in which the local ATA represents your bargaining concerns	4.72	1.17	4.98	1.37	5.09	1.44	5.40	1.51
The support given to teachers by the local branch of the ATA	4.70	1.26	5.00	1.25	4.98	1.45	5.36	1.31
The availability of provincial ATA resource people	4.47	0.90	4.94	1.26	4.68	1.35	5.06	1.28

Table 7.9 (continued)

	Years of Teaching in County							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=19-21)		(n=64-71)		(n=114-123)		(n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The public relations carried out by the local branch of the ATA	4.66	1.08	4.34	1.53	4.40	1.43	4.76	1.49
Expectations and System Response								
The match between your expectations of the system and the system's response	4.05	1.19	4.05	1.59	3.37	1.56	3.77	1.64
School-Community Interactions								
The amount of involvement of parents in school activities	4.14	1.35	4.33	1.63	4.21	1.64	4.75	1.56
Community expectations of teachers	4.23	1.33	3.81	1.52	3.71	1.50	4.06	1.52
Community support of teachers	4.04	1.16	3.87	1.72	3.67	1.60	3.92	1.63
Community Attributes								
Availability of facilities in your community for recreation	4.90	1.41	5.07	1.44	4.74	1.81	5.43	1.40
Opportunity for social relationships in the community	4.14	1.49	4.52	1.63	4.64	1.40	5.30	1.32
Availability of cultural activities in your community	4.23	1.33	4.63	1.50	4.32	1.79	4.92	1.58
Societal Attitudes								
Attitude of parents towards education	3.52	1.74	3.72	1.55	3.50	1.60	3.87	1.69
Status of teachers in society	2.95	1.57	3.30	1.84	2.86	1.60	3.20	1.76

Table 7.9 (continued)

Facet	Years of Teaching in County							
	under 2 years (n=19-21)		2-4 years (n=64-71)		5-10 years (n=114-123)		11 or more years (n=181-205)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes (contd.)								
Attitude of society towards teachers	2.38	1.16	2.91	1.69	2.48	1.51	2.93	1.73

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.11

Mean Satisfaction Scores for Teachers Grouped by Years in Present School for All Facets

	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	6.17	1.05	6.25	1.16	5.87	1.33	6.14	1.27
Your relationship with the principal	6.02	1.33	6.27	0.99	5.90	1.50	6.05	1.27
The extent to which the principal has trust and confidence in the teachers	6.24	1.00	6.11	1.21	5.76	1.65	6.12	1.24
Clarity of principal's expectations	5.91	1.22	5.76	1.50	5.48	1.59	5.81	1.37
Educational leadership of principal	5.84	1.52	5.75	1.60	5.46	1.69	5.83	1.49
The amount of personal support given to teachers by the principal	5.82	1.49	5.71	1.63	5.41	1.86	5.86	1.40
Staff Relationships								
Your relationships with other teachers	6.20	1.12	6.31	0.81	6.41	0.67	6.23	1.06
Opportunities for social relationships with staff	5.48	1.34	5.70	1.24	5.54	1.33	5.76	1.22
Recognition by other teachers in the school of your work	5.02	1.45	5.28	1.51	5.04	1.46	5.47	1.24
School Characteristics								
Clarity of school goals	5.84	1.16	5.63	1.46	5.56	1.39	5.93	1.04
Your involvement with decision-making in your school	5.22	1.52	5.62	1.37	5.45	1.55	5.70	1.23
The amount of time expected to be spent on extra-curricular activities	5.63	1.18	5.42	1.39	5.35	1.49	5.44	1.32

Table 7.11 (continued)

Facet	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
Methods used to evaluate teachers	5.40	1.52	5.28	1.41	5.03	1.48	5.17	1.48
The amount of time spent in meetings	5.02	1.55	4.90	1.48	4.55	1.68	4.91	1.57
Student-Related Facets								
General behavior of students in school	5.20	1.60	5.33	1.47	5.10	1.64	5.31	1.49
Policy of integration of special needs students into the regular classroom	4.97	1.55	5.18	1.57	4.51	1.81	4.76	1.81
Support services available for integrated special needs students	4.86	1.72	4.91	1.67	4.23	1.89	4.79	1.75
Attitudes of students toward learning	4.82	1.46	4.44	1.68	4.44	1.75	4.37	1.69
Teaching								
Your sense of achievement in teaching	6.11	0.71	6.00	1.10	6.00	1.24	6.03	0.96
Your overall level of satisfaction with your work as a teacher	5.91	0.97	5.81	1.14	5.67	1.17	6.01	1.01
The prospect of classroom teaching as your life-time career	5.68	1.61	5.39	1.81	5.73	1.51	5.93	1.48
Intellectual stimulation in your work	5.71	1.16	5.69	1.22	5.54	1.32	5.62	1.37
Your job security	3.84	2.25	4.25	1.91	4.51	1.79	4.98	1.95
Professional Development								
Opportunities for useful in-service education	5.13	1.37	4.95	1.64	4.77	1.71	5.29	1.55

Table 7.11 (continued)

	Years in Present School							
Facet	under 2 years (n=41-45)		2-4 years (n=94-108)		5-10 years (n=123-132)		11 or more years (n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.88	1.49	4.87	1.54	4.38	1.65	4.90	1.49
Extent to which staff are granted leave for further studies	4.62	1.29	4.39	1.64	4.28	1.72	4.53	1.68
System Practices								
The distribution of resources to schools	5.09	1.13	4.68	1.50	4.72	1.66	5.06	1.51
Your opportunity for promotion	4.32	1.65	4.62	1.42	4.50	1.38	4.65	1.54
Methods used in the selection of school administrators	4.29	1.20	4.20	1.45	4.02	1.58	4.23	1.51
Practices used to transfer teachers	4.34	1.42	4.07	1.56	4.10	1.44	4.18	1.51
Your involvement with decision-making in your county	4.24	1.40	4.02	1.67	3.68	1.65	3.93	1.57
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	5.00	1.41	4.99	1.56	4.37	1.79	4.74	1.67
The extent to which you feel that central office administrators are supportive of individual teachers	5.20	1.37	4.85	1.75	4.30	1.86	4.68	1.66
Educational leadership of the superintendent	5.27	1.45	4.72	1.84	4.22	2.03	4.57	1.90
Fairness in treatment of all teachers	4.86	1.43	4.64	1.78	4.28	1.75	4.55	1.73
Recognition of teacher achievement by the superintendent	4.70	1.39	4.51	1.71	3.93	1.92	4.34	1.77

Table 7.11 (continued)

Facet	Years in Present School							
	under 2 years (n=41-45)		2-4 years (n=94-108)		5-10 years (n=123-132)		11 or more years (n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	3.61	1.61	3.62	1.84	3.00	1.88	3.52	1.96
School Board Practices								
Clarity of district mission of county board of education	4.97	1.28	4.66	1.47	4.11	1.61	4.61	1.62
The way in which teacher/board collective bargaining is conducted	4.25	1.43	4.17	1.98	4.06	1.95	4.31	1.91
The way in which consultation between board and teachers concerning working conditions is conducted during the year	4.04	1.47	3.71	1.78	3.42	1.88	3.77	1.86
Teacher input into school board policies	3.86	1.31	3.55	1.68	3.27	1.76	3.52	1.74
The extent to which board members understand the problems faced by teachers	3.28	1.42	3.28	1.85	2.73	1.77	3.12	1.83
ATA Practices								
The educational activities provided by the local professional development committee	5.16	1.15	5.29	1.18	5.18	1.40	5.61	1.22
The way in which the local ATA represents your bargaining concerns	4.97	1.27	5.01	1.46	5.12	1.58	5.53	1.35
The support given to teachers by the local branch of the ATA	4.84	1.38	5.04	1.31	5.03	1.48	5.47	1.19
The availability of provincial ATA resource people	4.88	0.95	4.89	1.24	4.71	1.39	5.09	1.31

Table 7.11 (continued)

	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
ATA Practices (contd.)								
The public relations carried out by the local branch of the ATA	4.69	1.33	4.32	1.53	4.45	1.48	4.88	1.41
Expectations and System Response								
The match between your expectations of the system and the system's response	3.93	1.35	3.85	1.63	3.44	1.62	3.80	1.62
School-Community Interactions								
The amount of involvement of parents in school activities	4.46	1.48	4.26	1.59	4.43	1.60	4.74	1.63
Community expectations of teachers	4.20	1.43	3.76	1.47	3.80	1.56	4.09	1.51
Community support of teachers	4.20	1.39	3.77	1.61	3.68	1.70	3.95	1.59
Community Attributes								
Availability of facilities in your community for recreation	4.86	1.45	5.02	1.56	4.96	1.73	5.50	1.37
Opportunity for social relationships in the community	4.57	1.40	4.65	1.56	4.85	1.40	5.30	1.37
Availability of cultural activities in your community	4.42	1.42	4.56	1.64	4.43	1.75	5.05	1.53
Societal Attitudes								
Attitude of parents towards education	3.84	1.77	3.56	1.57	3.56	1.62	3.97	1.68
Status of teachers in society	3.37	1.89	2.98	1.67	2.93	1.62	3.29	1.79

Table 7.11 (continued)

	Years in Present School							
	under 2 years		2-4 years		5-10 years		11 or more years	
Facet	(n=41-45)		(n=94-108)		(n=123-132)		(n=120-134)	
	mean	sd	mean	sd	mean	sd	mean	sd
Societal Attitudes (contd.)								
Attitude of society towards teachers	3.06	1.69	2.64	1.57	2.53	1.54	3.02	1.77

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.13

Mean Satisfaction Scores for Teachers Grouped by Consistency of Assignment With Training for All Facets

Facet	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
Teacher-Principal Relationships				
The extent to which the principal makes information from central office available	6.08	1.27	6.19	1.09
Your relationship with the principal	6.08	1.28	6.00	1.32
The extent to which the principal has trust and confidence in the teachers	6.05	1.33	5.94	1.41
Clarity of principal's expectations	5.76	1.46	5.43	1.50
Educational leadership of principal	5.73	1.60	5.56	1.57
The amount of personal support given to teachers by the principal	5.74	1.64	5.43	1.59
Staff Relationships				
Your relationships with other teachers	6.29	0.92	6.42	0.74
Opportunities for social relationships with staff	5.66	1.29	5.62	1.08
Recognition by other teachers in the school of your work	5.23	1.41	5.35	1.37
School Characteristics				
Clarity of school goals	5.81	1.24	5.35	1.48
Your involvement with decision-making in your school	5.55	1.38	5.67	1.42
The amount of time expected to be spent on extra-curricular activities	5.43	1.38	5.53	1.29
Methods used to evaluate teachers	5.26	1.43	4.85	1.55
The amount of time spent in meetings	4.86	1.61	4.56	1.43

Table 7.13 (continued)

Facet	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
Student-Related Facets				
General behavior of students in school	5.24	1.53	5.16	1.65
Policy of integration of special needs students into the regular classroom	4.85	1.70	4.72	1.88
Support services available for integrated special needs students	4.65	1.77	4.77	1.80
Attitudes of students toward learning	4.54	1.65	4.03	1.79
Teaching				
Your sense of achievement in teaching	6.04	1.02	5.92	1.27
Your overall level of satisfaction with your work as a teacher	5.86	1.07	5.75	1.22
The prospect of classroom teaching as your life-time career	5.73	1.60	5.61	1.58
Intellectual stimulation in your work	5.67	1.26	5.46	1.38
Your job security	4.47	1.96	4.83	1.87
Professional Development				
Opportunities for useful in-service education	5.07	1.64	4.88	1.48
Availability of useful advice to assist you with problems you encounter in teaching	4.76	1.58	4.62	1.46
Extent to which staff are granted leave for further studies	4.46	1.65	4.28	1.61
System Practices				
The distribution of resources to schools	4.85	1.57	4.92	1.35
Your opportunity for promotion	4.62	1.46	4.32	1.50

Table 7.13 (continued)

Facet	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
System Practices (contd.)				
Methods used in the selection of school administrators	4.22	1.51	3.88	1.40
Practices used to transfer teachers	4.15	1.49	4.15	1.48
Your involvement with decision-making in your county	3.94	1.61	3.83	1.57
Central Office Practices				
The extent to which the system keeps you informed about matters related to your job	4.76	1.67	4.53	1.68
The extent to which you feel that central office administrators are supportive of individual teachers	4.77	1.71	4.25	1.74
Educational leadership of the superintendent	4.70	1.87	3.96	1.98
Fairness in treatment of all teachers	4.56	1.71	4.35	1.77
Recognition of teacher achievement by the superintendent	4.36	1.77	4.07	1.76
The extent to which the system works to reduce stress in its members	3.44	1.88	3.22	1.92
School Board Practices				
Clarity of district mission of county board of education	4.61	1.58	4.01	1.39
The way in which teacher/board collective bargaining is conducted	4.14	1.88	4.45	1.94
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.71	1.78	3.57	1.96
Teacher input into school board policies	3.50	1.68	3.41	1.80
The extent to which board members understand the problems faced by teachers	3.08	1.79	2.96	1.83

Table 7.13 (continued)

Facet	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
ATA Practices				
The educational activities provided by the local professional development committee	5.34	1.28	5.37	1.28
The way in which the local ATA represents your bargaining concerns	5.16	1.45	5.43	1.53
The support given to teachers by the local branch of the ATA	5.11	1.37	5.40	1.28
The availability of provincial ATA resource people	4.85	1.31	5.14	1.22
The public relations carried out by the local branch of the ATA	4.55	1.49	4.74	1.40
Expectations and System Response				
The match between your expectations of the system and the system's response	3.77	1.59	3.48	1.65
School-Community Interactions				
The amount of involvement of parents in school activities	4.58	1.55	4.08	1.72
Community expectations of teachers	3.97	1.53	3.74	1.38
Community support of teachers	3.89	1.61	3.67	1.60
Community Attributes				
Availability of facilities in your community for recreation	5.17	1.54	4.93	1.70
Opportunity for social relationships in the community	4.93	1.47	4.84	1.41
Availability of cultural activities in your community	4.69	1.62	4.49	1.74

Table 7.13 (continued)

Facet	Consistency of Assignment			
	Yes (n=333-350)		No (n=65-67)	
	mean	sd	mean	sd
Societal Attitudes				
Attitude of parents towards education	3.77	1.64	3.53	1.69
Status of teachers in society	3.18	1.73	2.77	1.69
Attitude of society towards teachers	2.83	1.67	2.49	1.52

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.15

Mean Satisfaction Scores for Teachers Grouped by Major Teaching Assignment for All Facets

Facet	Major Teaching Assignment							
	grade 1 and 2 (n=76-86)		grade 3 and 4 (n=81-87)		grade 5 and 6 (n=59-63)		special education (n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Teacher-Principal Relationships								
The extent to which the principal makes information from central office available	5.94	1.49	6.10	1.16	6.20	1.12	6.27	1.08
Your relationship with the principal	5.83	1.52	6.01	1.35	6.14	1.10	6.39	0.93
The extent to which the principal has trust and confidence in the teachers	5.77	1.62	6.04	1.28	6.27	0.87	6.37	0.95
Clarity of principal's expectations	5.58	1.55	5.59	1.55	5.95	1.10	6.00	1.44
Educational leadership of principal	5.50	1.67	5.62	1.61	6.04	1.16	6.00	1.54
The amount of personal support given to teachers by the principal	5.45	1.87	5.62	1.65	6.00	1.05	6.27	1.26
Staff Relationships								
Your relationships with other teachers	6.25	1.13	6.37	0.91	6.17	0.85	6.43	0.64
Opportunities for social relationships with staff	5.69	1.32	5.62	1.39	5.76	1.05	5.93	1.13
Recognition by other teachers in the school of your work	5.22	1.36	5.19	1.46	5.01	1.49	5.68	1.16
School Characteristics								
Clarity of school goals	5.78	1.15	5.56	1.55	5.69	1.13	5.87	1.29
Your involvement with decision-making in your school	5.35	1.47	5.45	1.54	5.57	1.16	5.89	1.29
The amount of time expected to be spent on extra-curricular activities	5.44	1.17	5.18	1.55	5.50	1.40	5.68	1.53
Methods used to evaluate teachers	5.06	1.52	5.21	1.54	5.09	1.36	5.56	1.16

Table 7.15 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2 (n=76-86)		grade 3 and 4 (n=81-87)		grade 5 and 6 (n=59-63)		special education (n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
School Characteristics (contd.)								
The amount of time spent in meetings	4.77	1.49	4.69	1.69	4.71	1.69	5.04	1.51
Student-Related Facets								
General behavior of students in school	5.04	1.57	5.00	1.66	5.26	1.42	5.64	1.37
Policy of integration of special needs students into the regular classroom	4.77	1.66	4.68	1.80	4.53	1.95	5.95	1.21
Support services available for integrated special needs students	4.48	1.80	4.75	1.71	4.36	1.88	5.63	1.43
Attitudes of students toward learning	4.61	1.61	4.59	1.71	4.25	1.78	4.41	1.68
Teaching								
Your sense of achievement in teaching	6.14	0.86	6.02	1.11	5.71	1.19	6.27	0.89
Your overall level of satisfaction with your work as a teacher	5.72	1.21	5.82	1.10	5.77	1.19	6.06	1.01
The prospect of classroom teaching as your life-time career	5.90	1.39	5.68	1.59	5.58	1.58	5.71	1.61
Intellectual stimulation in your work	5.57	1.21	5.70	1.24	5.37	1.30	6.10	1.12
Your job security	4.56	1.96	4.85	2.00	4.14	1.99	4.68	1.80
Professional Development								
Opportunities for useful in-service education	5.02	1.60	5.34	1.45	4.77	1.76	5.12	1.72

Table 7.15 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2		grade 3 and 4		grade 5 and 6		special education	
	(n=76-86)		(n=81-87)		(n=59-63)		(n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Professional Development (contd.)								
Availability of useful advice to assist you with problems you encounter in teaching	4.52	1.59	4.79	1.57	4.65	1.56	5.19	1.58
Extent to which staff are granted leave for further studies	4.51	1.55	4.38	1.75	4.11	1.88	4.89	1.54
System Practices								
The distribution of resources to schools	4.76	1.58	4.76	1.58	4.69	1.71	5.18	1.43
Your opportunity for promotion	4.47	1.33	4.48	1.51	4.33	1.55	4.88	1.48
Methods used in the selection of school administrators	3.92	1.36	4.13	1.29	4.29	1.58	4.63	1.59
Practices used to transfer teachers	3.79	1.42	4.14	1.50	4.14	1.68	4.42	1.69
Your involvement with decision-making in your county	3.50	1.43	4.10	1.62	3.54	1.71	4.25	1.59
Central Office Practices								
The extent to which the system keeps you informed about matters related to your job	4.24	1.71	4.87	1.60	4.41	1.69	5.02	1.59
The extent to which you feel that central office administrators are supportive of individual teachers	4.29	1.67	4.71	1.66	4.44	1.81	4.85	1.87
Educational leadership of the superintendent	4.21	1.65	4.63	1.98	4.09	2.10	5.02	1.88
Fairness in treatment of all teachers	4.22	1.74	4.58	1.69	4.12	1.87	5.04	1.73
Recognition of teacher achievement by the superintendent	3.89	1.56	4.35	1.74	4.00	1.89	4.58	1.72

Table 7.15 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2 (n=76-86)		grade 3 and 4 (n=81-87)		grade 5 and 6 (n=59-63)		special education (n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Central Office Practices (contd.)								
The extent to which the system works to reduce stress in its members	2.87	1.68	3.52	1.89	3.14	1.94	3.81	1.95
School Board Practices								
Clarity of district mission of county board of education	4.26	1.49	4.64	1.54	4.22	1.57	5.02	1.55
The way in which teacher/board collective bargaining is conducted	4.01	1.93	4.43	1.92	4.20	1.95	4.06	1.76
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.40	1.69	3.74	1.83	3.61	1.82	3.62	1.87
Teacher input into school board policies	3.26	1.70	3.54	1.73	3.43	1.78	3.38	1.68
The extent to which board members understand the problems faced by teachers	2.56	1.70	3.30	1.84	2.88	1.68	3.50	1.95
ATA Practices								
The educational activities provided by the local professional development committee	5.46	1.24	5.36	1.22	5.50	1.00	5.18	1.59
The way in which the local ATA represents your bargaining concerns	5.12	1.42	5.24	1.38	5.37	1.34	5.20	1.62
The support given to teachers by the local branch of the ATA	5.17	1.30	5.04	1.34	5.28	1.22	5.35	1.27
The availability of provincial ATA resource people	4.72	1.36	5.05	1.23	5.01	1.23	5.06	1.32
The public relations carried out by the local branch of the ATA	4.46	1.52	4.74	1.31	4.50	1.55	4.56	1.59

Table 7.15 (continued)

Facet	Major Teaching Assignment							
	grade 1 and 2		grade 3 and 4		grade 5 and 6		special education	
	(n=76-86)		(n=81-87)		(n=59-63)		(n=45-48)	
	mean	sd	mean	sd	mean	sd	mean	sd
Expectations and System Response								
The match between your expectations of the system and the system's response	3.22	1.44	3.96	1.66	3.80	1.56	3.78	1.78
School-Community Interactions								
The amount of involvement of parents in school activities	4.29	1.56	4.48	1.73	4.28	1.70	4.43	1.58
Community expectations of teachers	3.52	1.54	4.05	1.59	3.87	1.53	4.14	1.53
Community support of teachers	3.51	1.59	4.06	1.68	3.71	1.60	4.14	1.77
Community Attributes								
Availability of facilities in your community for recreation	5.09	1.52	4.89	1.72	5.39	1.46	5.12	1.52
Opportunity for social relationships in the community	4.79	1.50	4.86	1.41	5.01	1.48	5.08	1.45
Availability of cultural activities in your community	4.67	1.62	4.65	1.59	4.44	1.70	4.59	1.63
Societal Attitudes								
Attitude of parents towards education	3.53	1.49	3.75	1.70	3.68	1.69	3.72	1.73
Status of teachers in society	2.89	1.52	3.20	1.89	2.93	1.70	3.31	1.92
Attitude of society towards teachers	2.51	1.53	2.86	1.80	2.71	1.68	3.00	1.77

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.

Table 7.17

Mean Satisfaction Scores for Teachers Grouped by Whether or Not They Have Held, or Are Holding, a Position in the Local ATA for All Facets

Facet	Position in the ATA			
	Yes (n=37-262)		No (n=142-157)	
	mean	sd	mean	sd
Teacher-Principal Relationships				
The extent to which the principal makes information from central office available	5.97	1.35	6.27	1.04
Your relationship with the principal	6.04	1.31	6.07	1.27
The extent to which the principal has trust and confidence in the teachers	5.96	1.43	6.11	1.23
Clarity of principal's expectations	5.62	1.49	5.84	1.42
Educational leadership of principal	5.59	1.65	5.87	1.47
The amount of personal support given to teachers by the principal	5.64	1.64	5.74	1.63
Staff Relationships				
Your relationships with other teachers	6.34	0.90	6.24	0.90
Opportunities for social relationships with staff	5.68	1.28	5.58	1.26
Recognition by other teachers in the school of your work	5.28	1.40	5.16	1.44
School Characteristics				
Clarity of school goals	5.67	1.27	5.82	1.32
Your involvement with decision-making in your school	5.64	1.33	5.39	1.53
The amount of time expected to be spent on extra-curricular activities	5.37	1.41	5.51	1.32
Methods used to evaluate teachers	5.09	1.50	5.33	1.41
The amount of time spent in meetings	4.79	1.58	4.83	1.61

Table 7.17 (continued)

	Position in the ATA			
Facet	Yes (n=37-262)		No (n=142-157)	
	mean	sd	mean	sd
Student-Related				
General behavior of students in school	5.24	1.52	5.23	1.60
Policy of integration of special needs students into the regular classroom	4.78	1.81	4.84	1.62
Support services available for integrated special needs students	4.62	1.80	4.72	1.77
Attitudes of students toward learning	4.39	1.68	4.55	1.69
Teaching				
Your sense of achievement in teaching	5.99	1.06	6.07	1.08
Your overall level of satisfaction with your work as a teacher	5.83	1.12	5.85	1.06
The prospect of classroom teaching as your life-time career	5.75	1.54	5.61	1.71
Intellectual stimulation in your work	5.56	1.31	5.72	1.27
Your job security	4.69	1.88	4.24	2.03
Professional Development				
Opportunities for useful in-service education	5.13	1.55	4.87	1.69
Availability of useful advice to assist you with problems you encounter in teaching	4.70	1.55	4.80	1.60
Extent to which staff are granted leave for further studies	4.28	1.74	4.67	1.43
System Practices				
The distribution of resources to schools	4.80	1.55	4.96	1.46
Your opportunity for promotion	4.51	1.48	4.65	1.45
Methods used in the selection of school administrators	4.14	1.57	4.23	1.33

Table 7.17 (continued)

Facet	Position in the ATA			
	Yes		No	
	(n=37-262)		(n=142-157)	
	mean	sd	mean	sd
System Practices (contd.)				
Practices used to transfer teachers	4.16	1.52	4.14	1.42
Your involvement with decision-making in your county	3.90	1.67	3.95	1.48
Central Office Practices				
The extent to which the system keeps you informed about matters related to your job	4.61	1.74	4.92	1.49
The extent to which you feel that central office administrators are supportive of individual teachers	4.69	1.75	4.64	1.71
Educational leadership of the superintendent	4.50	1.97	4.70	1.78
Fairness in treatment of all teachers	4.48	1.75	4.61	1.67
Recognition of teacher achievement by the superintendent	4.26	1.83	4.38	1.68
The extent to which the system works to reduce stress in its members	3.26	1.85	3.63	1.93
School Board Practices				
Clarity of district mission of county board of education	4.46	1.61	4.60	1.49
The way in which teacher/board collective bargaining is conducted	4.19	1.93	4.20	1.83
The way in which consultation between board and teachers concerning working conditions is conducted during the year	3.64	1.83	3.75	1.78
Teacher input into school board policies	3.50	1.70	3.46	1.69
The extent to which board members understand the problems faced by teachers	3.03	1.81	3.11	1.76

Table 7.17 (continued)

Facet	Position in the ATA			
	Yes (n=37-262)		No (n=142-157)	
	mean	sd	mean	sd
ATA Practices				
The educational activities provided by the local professional development committee	5.48	1.25	5.10	1.28
The way in which the local ATA represents your bargaining concerns	5.32	1.48	5.00	1.42
The support given to teachers by the local branch of the ATA	5.24	1.35	5.01	1.35
The availability of provincial ATA resource people	5.03	1.32	4.67	1.22
The public relations carried out by the local branch of the ATA	4.58	1.55	4.57	1.34
Expectations and System Response				
The match between your expectations of the system and the system's response	3.66	1.61	3.83	1.58
School-Community Interactions				
The amount of involvement of parents in school activities	4.44	1.64	4.56	1.54
Community expectations of teachers	3.90	1.53	3.96	1.48
Community support of teachers	3.79	1.60	3.93	1.64
Community Attributes				
Availability of facilities in your community for recreation	5.22	1.54	4.99	1.60
Opportunity for social relationships in the community	4.90	1.48	4.93	1.43
Availability of cultural activities in your community	4.66	1.66	4.66	1.60

Table 7.17 (continued)

Facet	Position in the ATA			
	Yes (n=37-262)		No (n=142-157)	
	mean	sd	mean	sd
Societal Attitudes				
Attitude of parents towards education	3.68	1.64	3.80	1.66
Status of teachers in society	3.06	1.69	3.19	1.79
Attitude of society towards teachers	2.72	1.62	2.86	1.69

Note: The scale was as follows: 1=highly dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and 7=highly satisfied.